

PERSONAL COLUMN

Once tried to end an article with the last lines of Robert Graves's "Leaving the Rest Unsaid":

*So now, my solemn ones, leaving the rest
unsaid,
Rising in air as on a gander's wings
At a careless comma,*

A good way to sign off. I then thought (and still do, in this last of my personal columns) but a lynx-eyed proof-reader would have none of it. Sentences do not end in commas, he thought he knew; so he corrected that carefully careless comma into an absurd full stop. Mercifully, he missed the lack of a main verb.

The demoralizing effect of that full stop reminds me of, let us call him, Bulstrode, to whom I once tried to teach English grammar. The position was this. Bulstrode was, in some respects, of above-average ability and needed several GCEs to move him through into the college course he had set his heart on. English language was one of the passes he required.

My first diagnosis of Bulstrode's handling of the English language was that it would be impossible to coax any examiner into granting him a certificate at any level. Linguistically he was unroadworthy. Close analysis of the syllabus, however, suggested that there were some clunks in its armour. There were, for example, 10 marks for the grammar questions and it seemed to me, before I had got to know Bulstrode well, that these questions were of such routine simplicity that even Bulstrode, if properly drilled, could hardly fail to get full marks.

To begin with, things went well. We acquired, in football pool terms, a few bankers such as conjunctions, Bulstrode's favourites, and the use of the possessive. Whenever there were upsets, a few "ands" and "buts", correctly identified, put new heart into Bulstrode.

Then one Friday afternoon, I over-reached myself. "Correct the following," I wrote on the board, quoting from a popular chorus: "There ain't nobody here but us chickens".

As soon as I had done this I was filled with remorse. It is by no means easy - well, you



PETER NEWSAM

Pointed ending

'Whenever there were upsets, a few "ands" and "buts", correctly identified, put new heart into Bulstrode'

try it - to straighten out that sentence. Anyway, after a little pen-chewing, Bulstrode handed in his version of the corrected text: "There ain't nobody here, but us chickens", it read.

Any teacher reading this will have experienced the feeling that then came over me: the sense that the mistake indicated a degree of incomprehension so absolute that only a completely fresh start, preferably including the elimination of the pupil concerned from the face of the earth, would meet the case. On these occasions, of course, the teacher must not panic.

"Good effort, Bulstrode," I remarked when I had my breathing back under control, "but I think we should play safe with that 'us'. For one thing . . . here I tailed off. In Bulstrode's delicate condition it would be unwise, I felt sure, to talk in terms of deciding between nominative and accusative plurals. But the possessive was one of our bankers and marks accrued to those who could handle them correctly. So I persevered: "There is no evidence before us, Bulstrode," I said slowly, "that the chickens belong to anyone in particular, so there is no need to indicate possession."

Bulstrode received this with ill grace. "All chickens must belong to someone," he asserted. So why not us? Dad and me have chickens . . . "Leaving Dad and me" for

later, I performed a rapid calculation. The odds were heavily against Bulstrode being called upon to think possessively of "us" in any examination set by sane people. So it was time to leave him alone and to return to the safe ground of conjunctions. Provided Bulstrode could lay his hands quickly on a few "ands" and "buts" he would, I believed, be back on song again.

In a minute or two, up came Bulstrode's series of sentences with the conjunctions underlined in coloured chalk à la Winston Churchill: "and", "but", and then heavily underscored, "bridge".

Bridge? In all conscience, I did not think I could let that "bridge" go. "Odd one slipped in here," I announced with false geniality, "Bridge is not a conjunction."

Bulstrode looked dumbfounded. "Conjunction," he intoned in a fair imitation of the hammer and chisel voice in which I had addressed the class when introducing the topic some weeks earlier. "A bridge joins one bank to another," he continued angrily, "so if 'bridge' is not a conjunction, I don't know what it is."

This was just what I feared. "Absolutely right," I resumed. "Bang on, but I suggest that we are not now trying to describe what a bridge does in the real world, Bulstrode. In your sentence the word 'bridge' is the name of the thing that joins, so it there acts as a

noun. Bulstrode, it . . ."

At this point, Bulstrode stood up and we went at it, toe to toe, until we reached an exhausted compromise. I agreed to accept Bulstrode's "bridge" as a conjunction and Bulstrode promised not to tell anyone else about it. In particular he was to keep the news from the examiners.

I do not know what the Kingman Inquiry would make of the methodology employed on that far-off occasion and the puns among you might be tut-tutting somewhat. But why? The examination was of great significance to Bulstrode. His future depended on it. Very little, on the other hand, seemed to depend on his conjunctive spotting powers.

That is why I preferred to teach Bulstrode to obtain some marks on grammatical questions, which it was possible to do, rather than to teach him English grammar which I had sadly to conclude, was not.

Miraculously, Bulstrode just scraped through at the required grade. He was not grateful. "You muddled me," he grumbled at the leavers' party, "with that 'bridge' business."

One thing I do claim for Bulstrode. He would never have assumed, like that benighted proof-reader, that there should be a full stop at the end of Graves's poem. Still less a main verb in a final sentence.

NEXT WEEK

In defence of the arts
Dr Peter Abbs argues for a coherent aesthetic curriculum for all children

Continental contracts
James Melke looks at teachers' rights in Europe

Heroin myths
Brian Deer reviews a new book which explodes the popular misconceptions

On the wild side
Chris Baines on wildlife resources on your doorstep

NOTICEBOARD

PEOPLE

Mr Peter Cates to be county education officer for Shropshire on the retirement of Mr John Boyers. He is currently assistant CEO for secondary education.

Mr Henry Ball, vice-principal of Haverhill College, has been appointed principal of Lawes tertiary college.

Mr Gordon Brewer, head of learning resources at Bedford College of higher education, has been appointed librarian of the Institute of Education, the University of London.

CONFERENCES

September 12-13
History of science and technology in the school curriculum at Oxford University, organized by the department for external studies and the Oxford schools science and technology centre. Details from Dr Michael Shortland, Rowley House, University of Oxford, Wellington Square, Oxford OX1 2JA.

September 15
Dealing with the health and emotional problems of the under-fives for teachers, nursery nurses and child-minders at the Thomas Coram Foundation with Dr Sue Jenkins and Dr Martin Bax. Details from Voluntary Organizations Liaison Council for Under-Fives, 40 Brunswick Square, London WGN 1AZ.

September 26
Archaeology - more than a career in ruins organized by RESCUE, the British Archaeological Trust and

the Department of Archaeology and Prehistory at Sheffield University, for fifth and sixth-formers, mature students, teachers and interested members of the public. Topics include archaeology careers in museums, the laboratory, and in the field. Details from the Department of Archaeology and Prehistory, Sheffield University.

EVENTS

July 29-31 and August 4-7
Children's holiday events at the Museum of Manikins, Burlington Gardens, London W1 on *Masks and Masquerading* (July 29-31) and *The Arts World* (August 4-7). Booking details from the British Museum education service 01-636 1555 ext 611.

September 18-20
National Audio Visual Championship Finals at Nottingham University school of agriculture for professionals and amateurs, open to competitors and spectators. Details from Adrian Batterley, NAVC, 061-873 8245.

September 29
British Association for Early Childhood Education lecture by Gillian Pugh on *Parents and professionals working together*. Gregory House, London WC1. Entrance by ticket only £5 (£2 members). Details from Hilary Pursehouse, Columbia Road, London E2.

October 23-25
Jazz in Education convention at Sheffield City Polytechnic as part of National Jazz Month. All aspects of

jazz in education including improvisation, instrumental workshops, new material. Contributors include Eddie Harvey, Scott Struman, Ian Carr, Bobby Lamb, Digby Fairweather and Stan Barak, Richard Ingram, Andy Watson, Richard Michael and Peter Glennon. Performers include Guildhall Jazz Orchestra, Leeds College big band and Fanta. Fee £65 + VAT (£30 + VAT non-residential). Details from Jazz Services, 6 Dryden Street, London WC2E 9NW.

COURSES

August 10-21
Oxford summer school on *Art and Architecture* at University College. Details from David Sturdy, Architect, University College, Oxford.

September 21-23
Implementing the modular curriculum organized by North East London Polytechnic's education management service on designing, assessing, timetabling and implementing a modular curriculum in secondary schools with Peter Watkins, Peter Davies and Keith Palmer. Fee £73 for members of the Association for the Study of the Curriculum £78 non-members. Details from Carol Freeman, NELP, Lodgegate Road, Dagworth, Essex RM9 2AS. 01-590 7722 ext 2108.

September
Portfolio preparation for entry to art-type art school courses and art-related courses, particularly for students with physical disabilities and students over 21. Details from Mersey House, Pulney and Wordsworth Adult Education.

Institute, Holybourne Avenue, London SW15 or phone Margaret Kahan on 01-788 7040.

October 24
GCSE day at the British Museum on using the classical collections for art and design, history, classical studies and archaeology GCSE. Details from the Education Department, the British Museum, London WC1B 3DG. 01-636 1555 ext 511.

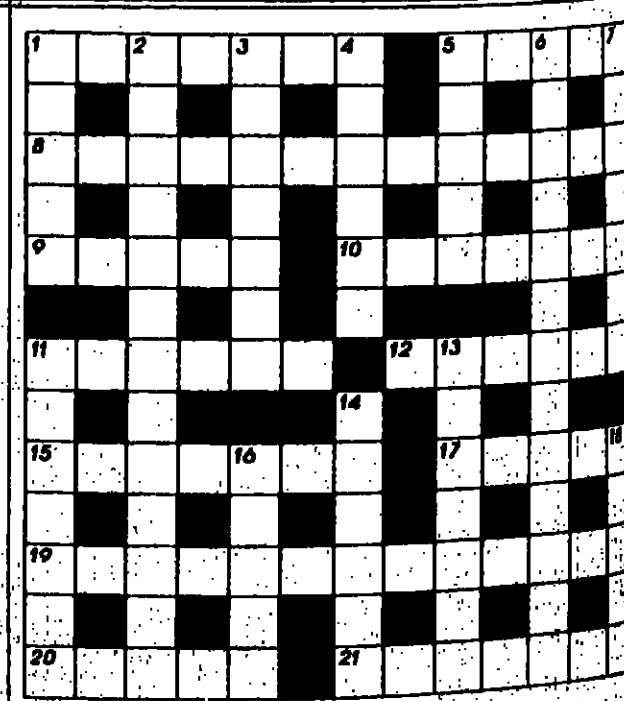
PUBLICATIONS

Management in education Helping the Head by Rosie Polden and Jennifer McKibben, is available from the Industrial Society education division, Robert Hyde House, 48 Brynston Square, London W1H 7LN.

Children's fiction The Spider's Web Guide to Children's Fiction is available from the Faculty of Education, University of Ulster, Coleraine, Northern Ireland, price £2 including postage. Spider's Web, a magazine for primary school children about books is available from the same address. Multiple copies can be supplied to schools, libraries or voluntary groups, in which case a donation towards production costs is appreciated.

Adult learning The National Institute of Adult Continuing Education has launched a new series of approaches to adult learning written for part-time tutors, volunteers, organizers and trainers. The first three concern resources for teachers of adults and modern language learning and are available from NIAOE, 198 De Montfort Street, Leicester LE1 7GE.

No 315 CROSSWORD by Rufus



Across

- You have to do so (5)
- Handy - aids to (5)
- Flies out if beatings are regular (5, 3, 5)
- Find answer to love's torment (5)
- Yuletide who wear through hell to get his wife back (7)
- Slick around at home like a dog (6)
- Light beam (6)
- Outraged round the world, perhaps (6)
- The jolly unit (5)
- Electrical faults racing drivers should be able to get round quickly (4, 6)

Down

- Highly prates some peasy (5)
- In which incantations are recorded? (6, 5)
- Sort of sea-bird from China? (7)
- Where the player joins his craft? (6)
- When the doctor has a young dog you have to steer the mess from the floor (3, 2)
- What a hungry bird did was adequate (6, 5, 4)

- Boards - another cold? (7)
- Twisted by the breeding? (6)
- Look the best (5)
- Having nothing to do? (5)
- Don't - the answer (6)
- Mother's name at the top? (5)
- Solution to yonder? (5)
- Grumpy - the answer (6)
- Grumpy - the answer (6)
- Grumpy - the answer (6)

Educational Supplement

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Government accused of breach of faith

Marking fees row 'putting GCSE at risk'

by James Melke and Sue Surkes

The Government's refusal to sanction payments to teachers for GCSE course assessments could put the exam at risk, ministers were told this week.

The non-striking Professional Association of Teachers warned that it would be taken as a "breach of faith" if the Government maintained its position.

And in a separate move the National Association of Head Teachers predicted that Government moves to revise GCSE syllabuses would lead to "bewildering in the teaching profession".

Mr Kenneth Baker has consistently urged that teachers, having had a "substantial" pay rise, should not be expected to be paid twice for preparing pupils for exams and assessing them, as required by the new contract.

Local authorities have taken this to mean that the Government will not help pay the vastly increased fees that exam boards would have to charge schools to cover the cost of extra payments.

The Minister only accepts that extra payments should be made for external marking of final papers and the moderation of exams. This conflicts with custom and practice for the GCE and the CSE, where some modest fees have been made for assessment.

In a letter to Mr Baker the PAT says: "Teachers have been working for the whole of the academic year in the belief that they would be paid and in the knowledge that negotiations were in progress to determine the rate of payments."

The GCSE has been surrounded by controversy ever since its inception, with constant friction over syllabuses, assessment, and payment for marking.

Yet another bitter argument broke out this week following the publication of the Government's consultative document on the curriculum. It contains a proposal to revise some GCSE syllabuses to bring them into line with new attainment targets for pupils.

If the plans are implemented, the Secondary Examinations Council will be replaced by a School Examination and Assessment Council which will check whether GCSE national and subject criteria cohere with the national curriculum provisions.

"It's quite extraordinary that having just introduced GCSE in unseemly haste, relying excessively on teacher good will and commitment, that the Government now wants to revise GCSE syllabuses," Mr Arthur De Consultative paper, page 7.

Caut, senior assistant secretary at the National Association of Head Teachers, said.

Mr Henry Iven, assistant secretary (education) at the National Association of Schoolmasters/Union of Women Teachers, stressed his support for the principle of a national curriculum but questioned the resource implications.

"The latest HM Inspectorate report on educational provision made clear that if a national curriculum were to be introduced tomorrow, only those i.e.s with a curriculum-related staffing policy - and there are about 3 in 10 - would be in a position to implement a national curriculum consisting of 10 foundation subjects."

The consultation period - comments on the proposed legislation have to be submitted by September 30 - was far too short, he added.



Ann Spencer, deputy head of Morden primary school in south-west London, with a responsive audience - before leaving for the annual conference of the Professional Association of Teachers where she took over as national chairman. Conference reports, page 5

Primaries sacked of coal supplies

by Brian Morgan

Coal used to stoke boilers is being stolen from schools in the depressed South Wales valleys.

An estimated two tons has been stolen from three primary schools in the Rhondda and Cynon valleys, areas among the hardest hit by the 1984/85 dispute.

The thefts of coal are among more than 100 raids on school property reported to Mid Glamorgan education committee since March. Video-recorders, televisions, and other electronic items, have been stolen and one school

even lost its refrigerator.

The county has an unemployment rate twice the national average, with some of the worst jobless blackspots in the country.

"Petty crime seems to be higher in places of high deprivation, and the same is true of vandalism," said Mr Giff Thomas, the county's acting assistant director for education.

"Nobody seems to have the answer to school vandalism. It's a constantly escalating statistic, and we feel the only way to tackle it is to involve the

community. But motivation is difficult in these circumstances."

According to South Wales police, most of the thefts and acts of vandalism are carried out by children, often during holidays.

During the winter of 1984/85, at the height of the pit strike, theft of coal from slag heaps, known as coal "picking", was widespread among mining families who could not afford to buy fuel. There were also several cases involving large-scale thefts by organized gangs.

£32,000 carrot spurned

The London borough of Bexley says it has been unable to fill the £32,000-a-year post of chief education officer because good quality candidates are being put off by soaring living costs.

The Conservative-controlled council considers the salary is too low to attract highly qualified candidates from outside the capital where living costs are much lower.

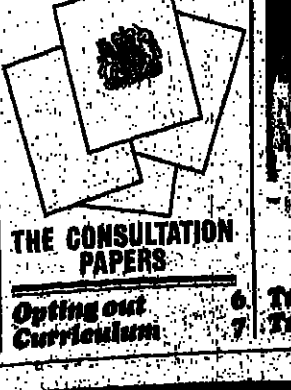
About 30 candidates applied for the post but none were suitable, according to education spokesman, Mr Malcolm Saunders. The job will now be re-advertised.

He said: "The high cost of living in Bexley makes it an unattractive area to live in. Salaries are worked out nationally, so those living outside London can earn almost as much as here."

A council report shows house prices in the borough increased by up to 27 per cent last year, twice the national average. A semi-detached house now costs at least £100,000. There have been similar price increases in other parts of London, the South-East and East Anglia, and there is growing concern about recruiting good quality teachers and education officers.

THIS WEEK

- GOVERNMENT
- SCHOOL TO WORK
- NEWSFOCUS
- CURRICULUM NEWS
- TEACHING
- TEACHERS
- VIEWBOOKS/ARTS
- BURGESS MEDIA
- THE COUNCIL
- WELLSBOARD
- CLASSIFIED





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1904 and all that

The first round of consultation papers was completed last week with the publication of *The National Curriculum 5-16* and *Grant Maintained Schools*. Both are of great interest, the former being a good deal more substantial than the latter.

The National Curriculum

The first thing to say about this whole exercise is that it unwinds 80 years of English (and Welsh) educational history. It's a case of "Go back to Go". At the beginning of this century the first maintained secondary schools appeared. Their curriculum was tightly prescribed by the Board of Education.

The course should provide for instruction in the English Language and Literature, at least one Language other than English, Geography, History, Mathematics, Science and Drawing, with due provision for Manual Work and Physical Exercises, and in a girls' school for Home Science. Not less than 4½ hours per week must be allotted to English, Geography and History; not less than 3½ hours to the Language where one is taken or less than 6 hours where two are taken; and not less than 7½ hours to Science and Mathematics, of which at least 3 must be for Science. (1904 Regulations)

This was how Sir Robert Morant used his authority at the Board to ensure that the new secondary schools adopted the traditional grammar school model already exemplified by the Endowed schools. He deliberately threw away the chance to develop less narrowly intellectual, more broadly vocational secondary schools along the lines pioneered by the "higher tops", which the elementary schools had begun to sprout before the Cockerton judgment.

But almost as soon as the rigidly prescribed curriculum was in place it began to be dismantled. By the 1920s, well-understood conventions (backed up by external exams) had replaced many of the bureaucratic controls. When the secondary modern school came into existence after the Second World War, the absence of any nationally prescribed rules about the secular curriculum was made a positive virtue. The schools were intended to find their feet without a centrally controlled curriculum and without exams: in fact they found this untrammelled existence insupportable and took refuge in a plethora of external examinations. Out of this came the Certificate of Secondary Education and a quarter of a century later, the merging of GCE and CSE in the General Certificate of Secondary Education - the control mechanism which now exercises a firm grip on all the secondary schools.

The decision now once again to reinforce the examination controls by explicit curriculum rules laid down by the centre throws over a long and only very recently challenged orthodoxy. The conventions of the modern English education system have upheld the notion of each school's "independence", monitored by external examinations. If a school got its pupils through the exams, no one was going to worry about how many hours it devoted to any particular subject - that was held to be a professional matter for the teachers themselves. And the pupils' own preferences were to be seriously considered.

As for the idea of laying down not merely targets and examination syllabuses, but detailed teaching programmes - this has been regarded (till now) as a dreadful Continental aberration, the product of dictatorial centralizing. The English way was to distrust the state and suspect it of being up to no good. Power once taken by the state is only reluctantly surrendered. Better by far to diffuse power through the education system. That was the received wisdom till - till when? - till 1985?

Now, as after an instant Reformation, the old images are shattered and the National Curriculum is to be worshipped in place of local initiative and professional autonomy. It is not going to be at all easy to get used to calling black white and vice versa, let alone developing an affection for the bureaucratic knoll.

The discussion paper is labelled "5-16", but most of it is about the last two years leading up to GCSE - an exam which (like so many of the present administration's innovations) will have to be remodelled within months of its inception.

The 8-10 subject timetable which the discussion paper draws up has as academic a look to it as anything Sir Robert Morant could have dreamed up. One very important question will concern the ability of the working groups on particular subjects to devise complete universal curricula for 11 years of schooling in the three core areas - English, maths and science - which, with technology, a modern foreign language,

history and/or geography, art/music/drama/design and PE, form the foundation course.

Programmes of study will have to be devised which take in the attainment targets laid down at 7, 11 and 14, and respect the different abilities and aptitudes of all the children throughout the age-range. Somehow they have to do this in a way which satisfies the bureaucratic demands of a system built on regulations, monitoring systems and complaints procedures. At the same time they must avoid ending up with an academic plan for the brightest children which is then watered down into a less and less nourishing diet for the average and below average pupils.

There is nothing specific in this detailed scheme of study about such latter-day philosopher's stones as "personal and social studies", "economic awareness" or careers education. In theory, subjects such as current affairs and health education (and sex education if the governors ordain) will be slotted in across the curriculum as "themes" in history, biology or the still statutory but ostensibly sidelined, religious education. But it is extremely odd to see careers education virtually eliminated. Information technology is another topic which is spread across a range of subjects which could make it all-important, or easy to neglect, according to taste.

The conservative nature of the prescription of subjects which MPs will be invited to write into the Education Bill is clearly aimed at pacifying the Scrutons of this world who suffer from the delusion



that, given half a chance, the schools, led by whooping HMIs, will set off at a gallop down the Gadarene slope.

The discussion document does not anticipate the efforts of the working groups, nor yet of the task group on assessment and testing (due to report by Christmas). Details of the assessments and tests at 7, 11 and 14 have still to be worked out. Nothing diminishes the impression that they are certain to exercise a malign influence on teaching in many schools.

Once again the furniture is to be rearranged - a new title for the Secondary Examinations Council and the School Curriculum Development Committee. There are several references to the additional training required if teachers are to carry out the changes in teaching and assessment which the law will require.

If these are taken seriously they will impose heavy strains on the system on top of all the other in-service demands now struggling for recognition.

The document duly includes the Treasury-required assurance that the whole exercise can be accomplished within existing resource projections. This must be regarded as a cynical falsehood. It is extremely unlikely that qualified staff to teach the full Baker package are in the system now or can be in the near future. Think what it will mean to teach every boy and girl a foreign modern language for 10 per cent of each week for the full five years of secondary schooling. It is an insult to the intelligence of the least critical observer to suggest there are no serious resource constraints.

There is even an initial paragraph which notes that "the task ahead will be no less, nor done less well, without the initiatives, efforts and commitment of the education profession, in particular teachers, in the classroom, their role will be enhanced". There

will be the responsibility for putting into practice an historic development.

Unfortunately, the whole burden of this "reform" is an expression of distrust of teachers and a belief that just about every educated person (and all parents) know what teachers should be doing better than the teachers. This development may, as the document claims, have widespread support. If so it reflects the disillusion of the public with the teachers after three years of unrest in the schools, induced by bad leadership on all sides, and most of all, on the part of successive secretaries of state.

The national curriculum and its associated testing is intended to focus public discontent on individual schools and teachers. The requirements for the publication of results are geared to this end. Many of the results can be stated in advance: there will be a league table of schools - closely related to socio-economic factors, running from the best suburbs (like Harrow) to the toughest urban areas (like Newham) - like the league table of GCE results published in recent years. The new rules will pinpoint these differences to the individual school and classes, with still no generally available and undisputed statistical method for relating inputs (the abilities and aptitudes of the children) to outputs (the test results).

Opting Out

The paper on grant maintained schools is shorter and simpler. It adds little to what has already been said. To opt out the governors of a school must vote by a simple majority to do so, and so must the "registered parents" in a postal vote. There is no minimum laid down for the number of parents voting. Many people will feel that to reduce the risk of pressure groups getting a freak result, it would be reasonable to demand a poll of - say - at least a third of the parent body. A fifth of the parents can set in motion the voting procedure if they raise a petition, but the governors would still have to agree for any proposal to go forward.

There is no provision for schools to "opt in" if they are dissatisfied with grant maintained status, but there are reserve powers for the Secretary of State if a grant maintained school runs on the rocks. Change of status - from a comprehensive to grammar, for example - would require the same statutory procedures as apply to county or voluntary schools. Significantly, the Bill will require this or any future government to give five years' notice of intention to discontinue any school's grant.

It will be interesting to see what the churches make of paragraph 24 which promises grant maintained schools 100 per cent for capital projects. Aided schools now only get 85 per cent. Logically, it would make business sense for all aided schools now to apply for GM status. Even more logically, the Government might have scrapped the whole GM scheme and simply opened up the route to voluntary aided status.

What can be confidently predicted is that, if the churches do not queue up to get grant maintained status for their schools, they will certainly beat a path to Mr Baker's door demanding that their aided schools, too, should get 100 per cent capital grants. It is difficult to see any rational grounds for refusing them this scheme.

GM schools will have to "buy in" advisory services and in-service training from their local education authorities or from consultants of their own choosing. More jobs for teachers who take early retirement, and for universities and colleges on the make? GM schools will have to pay for these services out of their share of the authorities' central expenses which is added to their direct teaching costs to form their maintenance grants - provided, that is, they haven't spent it on something else.

The DES obviously foresees that many GM applications will be put together hastily in the face of local authority schemes for reorganization or closure. The document insists that GM applications will take precedence, so this will be yet another cause for delay and uncertainty for those authorities quibbling about to try to rationalize their school systems in the irrational post-Baker world.

no comment

A cup of coffee and a biscuit will be provided towards the end of the meeting to allow for an informal 'chat' session to develop.

Second opinion

The swinging sixties meet the YTS

The threat to withdraw social security payments to force young people to take part in the Youth Training Scheme, whether they are willing or not, could well act as a convenient smokescreen from the real issue, which is one of responsibility.

Two-year YTS, despite some bad press, is a great step forward in the education and training of our young people and, at its best, provides an apprenticeship for life based on the acquisition of both work and socially related skills.

Since the advent of the two-year scheme, funding is being left more and more to the sponsoring bodies and managing agents, which is fine for those training the naturally motivated and those who are natural achievers. There is nothing wrong with larger companies and group training agencies using this as part of their normal training for future employees.

For young people previously entered for through Mode B provision, the vast majority of whom are low achievers, often unmotivated and socially deprived, the present financial arrangements are already becoming inadequate. Although I would be the first to accept that some Mode B schemes lacked real training and structure, the method of financing them at least allowed for a more flexible approach. This less formal attitude coupled with a tightly structured disciplined curriculum, needed by so many of this type of young person, demands a staff ratio and time commitment that few commercial providers can afford.

It is our experience that many of these young people need at least six months induction to help them understand the elementary principles of time-keeping and attendance and for them to begin to grow towards an understanding of commitment. Only at this stage are they ready to be exposed to the demands of a normal and adult working environment.

The young people who have opted out completely are those who are not understanding of these requirements or the ability to cope. We should remember that many of them are the children of adolescents who grew up in the Swinging Sixties when the permissive society preached the doctrine of self-indulgence and materialism. How can we expect their offspring to understand a society which now demands that they can no longer expect the same standard of life as a God-given right?

To compel these young people into a training programme which is neither able to afford nor to provide sufficient manpower and resources to deal with these problems is both unrealistic and unjust. Many of them have been forced by their social circumstances to live by wit and self-survival and unless their experience in YTS provides them a greater social and skills effectiveness, backed by the discovery of adult trust, respect and self-regard, they will be driven even deeper into the alien cultures which are growing daily in many urban societies.

My sincere belief, with young people, is that YTS presents us with a golden opportunity to prepare the future generation to be more effective in work, study and in their leisure. We must not fail those who need it most. Before we start compelling young people, we have a moral responsibility to provide adequate financial support for those already under training. Even the Israelites in captivity were unable to make bricks without straw.

RS Allcock

Mr Allcock is chairman of the Review Group of the Youth Training Scheme, National Agricultural Centre, Wotton.

Paper stresses sensitivity of ethnic data

DES says race monitoring must be voluntary

by Diane Spencer

The Government has taken a tentative step towards introducing a national voluntary system for collecting ethnically-based statistics on schoolchildren.

Mr Bob Dunn, the education junior minister, told the House of Commons on the last day of the Parliamentary session, that he was issuing a draft circular to all English and Welsh education authorities outlining plans to collect statistics which would help monitor the performance of minority children from September 1988.

Berkshire, Bradford, Cleveland and Wolverhampton have been invited to set up pilot projects to monitor the progress of black and Asian children from this September.

The circular emphasizes "the need for great sensitivity in collecting ethnically-based information which should be sought from parents".

In order to minimize the possibility of misunderstanding, the Secretary of State will expect L.E.A.s to issue guidance to all schools on what their approach should be when interviewing parents on these issues and on the questions to be asked. It will need to emphasize the voluntary nature of the response to ethnically-based questions. Parents must always have the right not to answer.

The circular is the Department's long-awaited response to the recommendation of the Interim Rampton Report - repeated in the main Swann Report - that the DES should collect statistics on the ethnic origin of pupils, teachers and students.

In 1983 the DES set up a working group to explore how the statistics should be collected. The circular is based largely on the group's recommendations.

Rampton and Swann argued that statistics should be gathered so that

schools and local authorities could monitor achievement and provide more staff, materials and equipment where necessary.

The circular was welcomed by the Commission for Racial Equality, which has long pressed for monitoring in education and employment.

The DES claims the figures will help the Government's inner city initiatives. The minimum requirement would be for information on pupils' ethnic origin, the languages spoken at home and religious affiliation, the circular states.

Data should be collected during the interviews which schools normally hold with parents on their child's admission to primary school or on transfer between schools. Interpreters should be available, if necessary, and information should not be sought from pupils unless, in exceptional circumstances, they were needed to act as interpreters for their parents.

"Arrangements for ensuring the confidentiality of information relating to individuals must be watertight and must be seen to be so," according to the circular. Data sent by L.E.A.s to the DES will be in aggregated form only. No names and addresses or information from individual schools would be passed on to the Department.

When a full statistical profile covering all secondary schools had been built up after four years, the Department would ask for returns on pupils' destinations on leaving school and on exam results at 16 and 18.

A consultative document on collecting statistics on students in public sector further and higher education is also anticipated.

The DES has asked for responses by the end of November.

Manchester puts block on recruitment

by Geraldine Hackett

Manchester City Council has put a freeze on recruitment as a first step in reducing a deficit for next year of more than £100 million.

The other three education authorities facing rate-capping, following last week's Government announcement, Liverpool, Ealing and Waltham Forest, have yet to draw up a response, but all three councils are likely to apply to the Department of Environment for a review of the ceiling on their spending.

In Liverpool, where earlier rate-capping led to serious clashes with the Government, the budget shortfall is £40 million. According to city council leader Mr Harry Trimmer, education is bound to be affected. The council is preparing information needed for an appeal.

The two London boroughs of Ealing and Waltham Forest are still at the consultation stage. Ealing faces the prospect of a £12 million deficit and Waltham Forest £20 million.

The rate-capped councils have until October to apply for reassessment but the year there is no guarantee that the Government will not insist on dictating the areas in which a council has to make savings.

In the last financial year Manchester made £170 million through "creative financing". This option is no longer available and the authority will now be able to maintain its expanding "at present" level.

Average pupil hurt most by maths staff shortage

by James Melkie

Schools faced with shortages of well-qualified maths teachers are concentrating their efforts on the most able children and low-achievers, according to research published this week.

Pupils of average ability are missing out on the attentions of staff with the most expertise, says Dr Neil Straker, lecturer in education at Newcastle University.

Schools with sixth forms are likely to have more well-qualified teachers than 11-16 schools, but in such cases younger pupils are often not being taught by them.

Shortages are also preventing heads of mathematics from running their departments effectively and they are inhibiting curriculum development.

Dr Straker, who made detailed studies of maths organization in six secondary schools, fears that welcome initiatives on remedying shortages of maths teachers may concentrate too much on simply filling vacancies.

There were 357 vacancies in January 1986 - while 1984 figures suggested that 28 per cent of maths teachers (the total of about 6,000 teachers) was in work of about 6,000 qualified staff.

Schools are recruiting such teachers because of a dearth of suitable applicants, says Dr Straker, who has called for more investigation into the effect of such shortages.

He discovered clear polarization of teaching commitment towards the extremes of the ability range - in some cases younger pupils were not coming



Will it fit? one of 250 graduates shows off her creation at the first exhibition for graduates designers organized by the Design Council last week. More than 2,500 visitors (20 per cent from industry and commerce) saw the exhibits during the three-day show at the Business Design Centre in Islington, north London.

A Design Council spokesman said that although the turn-out from manufacturers was relatively low "despite thousands of invitations sent out" they were pleased that "top names" were represented.

IN BRIEF

Governor cash links to end

Somerset education officers are to recommend that governors should be barred from having a financial interest in any school they help to run.

This follows the findings of a confidential auditors' report, due to be considered in September, which reveals that King Alfred School, Burnham-on-Sea, overspent by £58,000 after using a fleet of coaches bought by the chairman of the governing body.

The report also says the school breached Government guidelines by failing to put repair work out to tender, overspending by more than £16,000. The authority has cleared the chairman of the school governors, Mr Derek Wootton, of any impropriety.

Pay talks impasse

College and polytechnic lecturers' pay negotiations, which have dragged on for more than a year, have been adjourned until the autumn.

Last week's meeting of the National Joint Council produced a stalemate despite exploratory talks to break the impasse between the employers and unions, led by the 78,000-strong National Association of Teachers in Further and Higher Education.

NATFHE will be pressing ahead with its scheduled "action plan" for next term which was agreed at the last national council meeting at the beginning of July.

The plan includes selective strikes, rallies and sanctions on exams. The union is seeking the restoration of Houghton pay levels and has rejected a staggered rise averaging 9.3 per cent over a full year.

New boss in Brent

Mr Nitin Parshotam replaced Mr Ron Anderson as chair of the education committee in the London borough of Brent this week after Mr Anderson resigned minutes before his Labour colleagues were due to vote on his dismissal.

Mr Parshotam, who was the vice-chair of the committee, was to replace Mr Anderson last April but was prevented by procedural technicalities.

The former chair came under fire for his handling of the McGoldrick case when the head of Sudbury Infants was accused of making a racist remark.

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The great arts scandal

Dr Peter Abbs argues the case for a national curriculum which makes space for every child to develop expressive gifts

The picture below is a self-portrait by Michael Biggins, painted when he was 14 on a sheet of newspaper in one of his art lessons. The boy, on conventional tests, had a low IQ and was considered by his school as having little intelligence. Like so many others, Michael left school at the earliest opportunity to enter a life of economic insecurity and general anonymity. Discussing the self-portrait at an educational conference the late Sir Alex Clegg, chief education officer of the West Riding, remarked: "The picture comes from a child who is branded as an educational failure. We have no right to talk about this child in those terms."

As most teachers of the major art disciplines know, the fate of Michael Biggins is the fate of thousands of children in our culture whose essentially aesthetic mode of intelligence goes often unrecognized and, even where it is recognized, is undervalued and unfulfilled. I believe that now is the time, and it may be our last chance, to argue the case for a coherent aesthetic curriculum for all children, a curriculum in which the Michael Biggins of tomorrow will develop their expressive gifts and, in so doing, contribute to the culture. It is all but impossible to overstate the urgency of this need or to exaggerate the plight of the arts in our schools.

I have before me the standard timetable of a second-year class in a highly regarded comprehensive school in the south-east of England. It shows that the second-years do no drama, no dance and no film; in other words, that three of the six great expressive art forms are not even taught. However, there are six slots for the other three arts: a double period for music, for the visual arts and for literature.

This means that out of 22 hours a week, the arts are allocated about three and a half hours. But even this is problematic for much of what is done

At one highly-regarded comprehensive in the South-East the second-years do no drama, no dance and no film

in these art periods is not deeply aesthetic in nature. In this particular school, the music, for example, consists largely in listening to records (from Beethoven to the Beach Boys) and singing (either folk or pop or hymns). This is a gross diminution of what music should be.

In the visual arts, for much of the time the work is more instrumental than aesthetic (designing advertisements, drawing three-dimensional objects with perspectival accuracy), while in English the teaching of literature amounts to little more than discursive discussion of the literal content of the particular work.

In other words, much of the teaching in these three-and-a-half hours is virtually outside the aesthetic modality. It would not be an exaggeration to say that the children in their second year in this school experience, on average, no more than an hour or so of genuine aesthetic activity each week.

It is of related significance that in their third year they will begin a curriculum in which the arts, with the exception of literature, will become options.

Thus it is quite possible from the age of 13 for pupils to have no further acquaintance with five of the six aesthetic disciplines and, indeed, for many of them in their former schooling never to have experienced drama, dance or film.

If it were publicly proposed that mathematics or the sciences should become optional from the third year onwards and didn't have to be present in the primary school, there would be a national outcry - and rightly so; but if the arts, representing a different but equivalent symbolic mode of enquiry and exploration, are ignored or marginalized, there is only a silence or, at most, an occasional column in *The Guardian*.

Living Powers: the arts in education is a response to this educational scandal. Its intention is to make visible the need for a coherent aesthetic education



Parable of wasted talents: Michael Biggins painted this self-portrait at the age of 14 but was dismissed as a failure

for all children in all the aesthetic disciplines: drama, dance, film, music, art and literature. Our symposium is also a response to the general fragmentation among arts teachers. We want to see not only a programme for the arts, but also a body of arts teachers who feel they form a unified community with a common purpose and a common aesthetic. What we offer is not only a critique of the existing curriculum but also of many existing assumptions and practices among arts teachers. We believe that the outer revolution, securing proper time and resources for an arts curriculum, depends on an inner revolution: a fundamental reappraisal of many current practices and working assumptions.

What then are the essential changes in understanding we seek? First in line with the *Guardian* *Living Powers* report, *The Arts in Schools*, we believe that literature, drama,

music, film and art must be conceived as a single community in the curriculum. This does not necessarily mean that they should be integrated in their teaching, but that they should be understood as serving similar aesthetic processes and purposes. They all belong together under the category of the aesthetic.

For decades the conceptual nature of their unity has been expressed with eloquence and conviction in such major works as Suzanne Langer's *Feeling and Form*, in Herbert Read's *Education Through Art* and in the many writings of Louis Arnaud Reid.

In practice, however, the arts in the curriculum have remained divided and insulated from each other to the point of philistinism. Put simply, the teacher of dance is often unaware of the tradition and practice of the visual arts or literature; the teacher of music

is often unaware of the tradition and practice of the visual arts or literature; the teacher of music is often unaware of the tradition and practice of the visual arts or literature; the teacher of music is often unaware of the tradition and practice of the visual arts or literature.

However, put him has been more ambitious than this. With an eye to the future, we have also sought to reconstruct the arts as related aesthetic disciplines working a common aesthetic field. Such a notion, which seems to be emerging in dance and music quite independently, allows for a 'complex dynamic movement between making, presenting, responding and evaluating within a framework where there is a recognition of the reciprocity in art-making between the individual and the community - and between innovation and tradition.

The essential point is that we are all committed to the primacy of the aesthetic category - to that modality

knowing which works through feeling and sensing in contact with the particular arts medium and its various established traditions. We believe that the arts offer a unique way of integrating and refining human understanding and that no curriculum can be complete in which they do not have a major place.

In our search for philosophical clarity and practical renewal, we found ourselves becoming critical of two great movements of our own century, namely Modernism in Art and Progressivism in Education. This is not an easy matter for both those movements have been vast in extent, multiple in meaning and labile in energy. Yet for all their original energy and shaping power, we believe that both movements are all but exhausted. Now is the time to make fresh initiatives and to forge new connections with the past.

There is a conservatism in our position which is not at any point to be confused with conservatism. Our conservatism seeks to establish radical connections with the living cultures of the past. It represents, in part, a return to sources and a recognition of the need in the teaching of the arts for a complex repertoire of conventions, techniques, allusions, references. Perhaps we feel that the great challenge after Modernism and Progressivism is to bring as much of the cultural past into the present, to make it, in the fundamental act of aesthetic and imaginative creation, both contemporary and deep.

In practice, this means that we are suspicious of endless innovation for its own sake; of art which is only a kind of "self-expression", which claims to be "relevant" merely because it is "of the moment" or stridently ideological in content. We are suspicious of all practices which are reluctant to acknowledge any predecessors or any need for a cumulatively acquired and

We want to see a body of arts teachers who feel they form a unified community with a common purpose

tested discourse. In spirit, we are cultural ecologists. We want to conserve for the arts an intricate web of symbolic connections in which the present is seen in living relationship to the past and in which the individual is seen as part of the communal culture.

Modernism, in particular, even the sense of tradition; we wish to bring it back, not as an inert acquisition, but as one indispensable element in an intricate aesthetic field. Thus, in the teaching of the arts, Modernism should be seen as only one of the traditions to be drawn upon and as a tradition which, anyway, often depends for its aesthetic vitality on those very traditions which it claimed, rather arrogantly, to supersede. When we talk about tradition we refer to both artistic works and ways of working which are still potentially vibrant today as aesthetic experience and as artistic prescriptive learning or with cerebral knowledge or elitism.

After Progressivism and Modernism, we believe the only direction for the arts is in the cultivation of a more comprehensive aesthetic. In terms of the school curriculum we believe that the arts should be envisaged as an essential part of the curriculum; that of the time allocated to study, the arts should be given as high a third. Such a demand is not asking any kind of curricular favour but is based on a profound aesthetic philosophy. For, as the aesthetic is one of the prime modalities for knowing the world, it should be given a high place in any curriculum which claims to be comprehensive. Now, when the notion of a core curriculum is all around us, it is time for the case for the arts to be heard but attended to.

Dr Peter Abbs is a lecturer in education at Sussex University and author of *English within the Arts*. He is the editor of *Living Powers: the arts in education*, to be published on August 14 by Falmer Press.

James Meikle reports from the annual conference of the Professional Association of Teachers at the University of Exeter

Baker plans foment revolt within the pacifists' ranks

The Government's desire to shake up the education system has divided opinion within the traditionally conservative Professional Association of Teachers.

Some members are strongly opposed to bench-mark tests, worried about the extent of a national curriculum and scathing about the idea of schools opting out of local authority control.

Others believe radical change is needed, telling horror stories of life under the control of politically-motivated councils.

The resolutions from this week's annual PAT conference were therefore somewhat anodyne and laden with compromises. One cautioned that "a core curriculum must not be the whole fruit", while another questioned the validity of national testing.

Miss Elizabeth Gibson, a teacher at St Stephen's JMI school in Westminster, said some authorities and teachers used the curriculum for political ends. Teachers had all heard of schools dropping subjects because they were considered racially and culturally biased, Latin and Greek were sometimes accused of offering little for children from outside Europe, and British history was considered to dwell too much on an imperialist past.

Miss Gibson said: "Many children are emerging from schools today with great chasms in their knowledge. They have problems spelling and writing grammatically. Their knowledge of British history is hazy, leading to ignorance concerning our country, the

way it runs and why."

Another London teacher, Mrs Dooreen Smith, head of St Andrew's primary school, Barnsbury, successfully called for opposition to attempts by local authorities to present positive images of homosexuality to children from the age of three.

Haringey, where her husband, a Baptist minister, recently staged a 60-day protest hunger strike, was the main target of her attack.

She said the policy offended parents of Christian, Muslim and Jewish faiths, among others. "It is a deliberate attack on the family and on the created order and basis of our society." Tolerance was one thing, indoctrination another, Mrs Smith argued.



Brian Round, accused the Education Secretary of flannelling

Doubts over testing were voiced by several teachers, but Mr Gordon Needham, of Langdon secondary school in Newham, said children needed basic literacy and numeracy when they left primary school or they would complete full-time education with nothing to show for their experience. This year 85 of his school's fifth year left without any examination certificate.

Mr Noel Henderson, a former PAT chairman, from Cleveland, raised questions over opting out. He wanted earlier consultation with teachers, more information on opting back in and details on how pupils would be selected.

He also feared that schools could try to blackmail i.e.a.s. by threatening to opt out unless they received more staff or resources.

Mr Brian Round, PAT's honorary secretary, said Mr Baker, at a meeting with union representatives, had "flannelled, did not give a straight answer and waffled on".

But Mr Hugh Ainsley, last year's PAT chairman, and head of maths at the independent Hamilton College, suggested that Scottish schools should also be given the opportunity to opt out of their local authority's control.

Earlier, PAT members had asserted the desirability of competitive sports in school. Mr Derek Norcross, head of St Paul's primary school, Hastings, and next year's PAT chairman, said: "Life itself is competitive and to believe or pretend otherwise is a serious disservice to our children."

Lifting veil of secrecy

The introduction of a national curriculum and testing of pupils would help teachers do a better job and rid education of its air of secrecy, Mrs Angela Rumbold, Minister of State for Education, told the conference.

"Education needed 'demystifying', she said. For far too long the accepted wisdom was that only those "in the know", in other words the teachers, could decide what education was designed to achieve. That approach had not worked, added Mrs Rumbold.

Assessment and written tests were the most effective ways of informing parents of progress, she said, dismissing fears that programmes of study under the national curriculum would

stifle initiative or make teachers' jobs less rewarding.

"We are offering a framework, not a straitjacket," said Mrs Rumbold, arguing that the law must give teachers flexibility over content, opportunities to develop new methods, and to take account of the needs of the less able, most able, and others with special educational needs.

There would be some extra costs in providing and training teachers she conceded, adding that an enormous amount of assessment went on informally already, and the vast majority of primary schools already used some standard tests in maths and English.

Sport and safety

Tougher fire and first aid regulations in schools are being demanded in the wake of recent disasters such as the Bradford football ground inferno.

The PAT was yesterday expected to follow its legal advisers in calling for new measures to protect children. At present, pupils are often not covered by the same legal safeguards that apply to school staff or members of the public.

Under new legislation introduced in sports grounds, many schools will need a licence to open to the public for sporting events. The regulations, however, do not apply to the same buildings when children in greater numbers are present, the union warns.

The PAT says only 7 of 67 local education authorities which replied to a survey of first aid provision had satisfactory arrangements. Unlike most i.e.a.s. they had taken health and safety regulations referring only to staff and extended them to pupils as well, thus guaranteeing one qualified first aider for every 150 pupils.

The survey also found that only 12 i.e.a.s. had extensive first aid requirements for school trips.

Suspended pupils

Ministers have been urged to change disciplinary procedures in English and Scottish schools.

The PAT has highlighted the results of local authorities demanding the readmittance of pupils against the school's wishes.

Mr Bob Christie, the principal teacher at the Royal Academy, Tain, said one headteacher had found two older pupils smoking cannabis in a toilet in full view of younger children. The two 16-year-olds, who named their supplier, were suspended and police and parents were informed. But an appeal committee involving local education committee members and members from a neighbouring school ruled the pupils had to be reinstated immediately.

Mr Christie said the head's action seemed reasonable. "The major concern is to protect teachers and pupils," he said. "The school cannot commit criminal acts. We are also broadening the scope of the law and nothing very much can be done about it."

Dawson ticks off the clock-watchers

Mr Peter Dawson, the tough-talking general secretary of the PAT, yesterday warned his members against adopting a "factory-hand" mentality under the newly imposed conditions of service.

He invited teachers to quit the union if they clock-watched under the new system whereby staff will be under the direction of heads for 1,265 hours a year.

Mr Dawson said the union was on the brink of a confrontation that was even more serious than the long-running pay dispute.

"The teaching profession is at the parting of the ways," he said. "Ten years from now there will be in the state sector of education two kinds of teacher and two kinds of school. There will be professional teachers in professional schools and contract-conscious teachers in factory schools. Like will attract like."

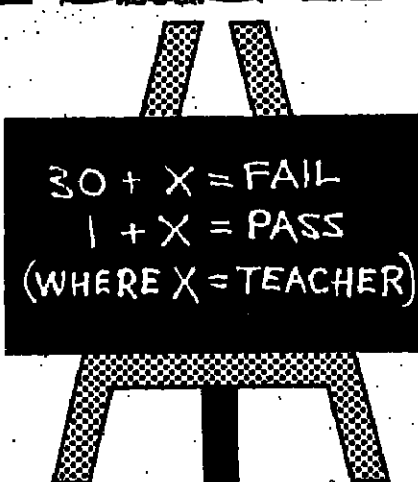
Mr Dawson, referring to guidelines, the "three militant unions" had drawn up to ensure members kept to the specified hours, said the PAT regarded the contract as not only a legal maximum but a professional minimum.

"These hours have been stipulated because some people walked out on the job whenever they felt like it, arguing that there was no contractual statement of their duties and responsibilities to stop them doing so. It is they who have brought the teachers' con-



Peter Dawson, said of factory-hand mentality

THE TIMES



Extra lessons

Dissatisfied with the state system, more and more parents are seeking tutors for their children - and more and more teachers are willing to respond. Next week *The Times* looks behind the trend



...and regularly in *The Times*, Philip Howard (left) on words, Bernard Levin on the way we live now, John Clare on education, Jane MacOnilty on wine, Peter Ackroyd on books, Barbara Amiel's viewpoint, Paul Griffiths on music, Clifford Longley on the Church, Frances Gibbs on the law, Jonathan Meades on eating out, David Robinson on the cinema, the unique *Times* crossword ... and much more

THE TIMES

The world's most famous newspaper (25p)

PRIMARY

Do boys inhibit the performance of girls in science and technology? Many experts say they do, but new research shows otherwise. Sarah Bayliss reports

Single-sex teaching theory turned Turtle

The widely-held belief that girls perform better in maths, science and technology if they work separately from boys has been thrown into serious question.

New research into how young children learn to operate the computer robot, Turtle, has found a "strong" and "unexpected" effect of pairing girls with boys.

The study, involving 60 seven-year-olds from Foxhays infant school in Exeter, indicates that when girls work in pairs their performance is significantly below that of boys. But when a girl is paired with a boy her performance leaps up to an equal level.

Boys performed at the same level irrespective of whether they were partnered by a boy or a girl. Girls only did less well than boys when they partnered another girl.

And there was a lasting effect; when children worked on their own, girls who had previously worked with other girls performed significantly less well than girls who had worked with boys. According to the researcher, Dr Martin Hughes, a lecturer at Exeter University's department of education, the size of the effect in his Foxhays study is "quite striking".

For example, when working individually, girls who had previously worked in all-girl pairs took nearly twice as long to complete a particular

Turtle task, used 50 more keypresses and crashed the Turtle nearly three times as often as other girls and boys.

Dr Hughes has been encouraged to pursue his initial study with a grant of £18,430 from the Nuffield Foundation, which will be used partly to employ Mrs Pamela Greenhough, a teacher at Foxhays, as a full-time research assistant. Videotapes of children working and computer disc data of their activities will be investigated to examine factors such as pupil confidence, the dominance within pairs and how they acquired successful strategies.

Dr Hughes said his initial findings were quite unexpected. "As far as we can tell, nothing similar has been reported in the literature," he said. "The findings are also controversial, given the widespread advocacy of single-sex grouping as the means of helping to overcome the disadvantage of girls in maths, science and technology."

"The assumption has been that girls will perform best in these subjects if they are removed from the supposedly inhibiting effect of boys."

Dr Hughes pointed to the growing trend in primary and secondary schools of applying computers across the curriculum - for instance in the teaching of history. And yet there was plenty of evidence to show that girls and young women were less likely than



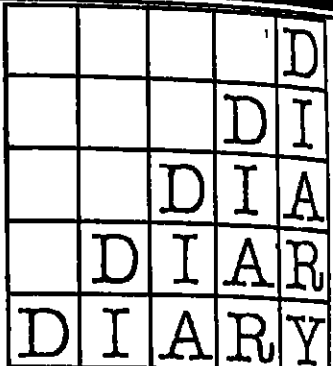
Turtle watch: studies of youngsters using computer robots suggest that girls perform better if they are paired with a boy

males to use a computer at home and at school and to take up computer studies at school and university.

"If girls are, in general, less familiar with computers than boys are, or if children strongly identify computers with boys rather than girls, then the increasing use of computers across the

school curriculum will have profound effects on the education of girls."

It was also important, said Dr Hughes, that results such as his could be found among infant children and that this proved the need for "further study in the primary age range".



Golf links

One school with a particular interest in Nick Faldo's sterling win (he also won lots of pennies) in this year's British Open golf championship was the St. Francis Cusburn Comprehensive in Welwyn Garden City, Hertfordshire, where Nick was a schoolboy.

Almost within driving range of the school is the Fairway Tavern, so-called after the golf course on which the champ used to practise his magic touch with the putter.

It's fitting then that, in a sporting gesture, the hostelry, currently undergoing an expensive refit, should sell the school a large stock of pub furniture - at a knockdown £20.

Taking advantage of the offer, the school is to refurbish its sixth-form study. Sadly for the students, the deal stopped short of a dashboard and hand-pumps.

All the same, I'm sure it won't be long before some wag rechristens the study the 19th Hole.

Lucille's bawl

Snacking school staff can be an unpleasant business, and sometimes leads to some pretty wild and outrageous accusations.

Mrs Lucille Alie, a cleaner for 10 years at the Cardinal Vaughan Memorial school in West Kensington, London, claims to have been dining for singing hymns as she worked. It was a good Catholicism and enjoy singing. She also told an industrial tribunal.

Her imaginative defence failed to impress the tribunal panel, who unanimously agreed with the head, Mr Anthony Pellegrini, that she was a poor worker who regularly knocked off early.

Mind you, Mr Pellegrini admits, her singing didn't help. "On occasions I heard her screaming from the top floor when I was on the bottom floor. All this talk about her singing softly is not on," he told me.

Referendum

As all TES readers know by now, the Government is embarking on a wide-ranging consultative programme on all matters educational. Whether it be the future of the ILEA or the management of school budgets, Mr Baker wants to hear your views.

You haven't got much time as the Minister is a man in a hurry and won't consider anything sent to him after the last week in September. But to help clarify your thoughts the junior minister, Mr Bob Dunn, has laid down the ground rules the Government will follow before making any radical changes.

He told MPs last week that he had rejected a proposal for a four-term school year "because the idea did not command universal support within the education service".

So don't waste your, or the Minister's, time making silly suggestions that you know the unions, or the ILEA or parents, will object to.

Liberty capped

An occupational hazard for politicians is that their own legislation may sometimes be used against them.

One such case involves Honeywell primary schools in the London borough of Wandsworth, one of three councils seeking to opt out of the Inner London Education Authority.

This bid for independence has clearly not impressed parents of the school, who've just voted 48-3 against the council plan. Fortunately, not enough parents turned up to make the school a formal resolution, under Mr Baker's 1988 Education Act, but all the same, the council can do without such unhelpful and gratuitous displays of parent democracy.

Acronyms

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Toy-based US curriculum	25

Colleges urged to take tighter control on costs

The education service, shaken two years ago by Audit Commission findings of inefficiency and waste in further education, has now produced its own plan to get better value from its colleges. It envisages a system of control over both costs and quality which goes far beyond the commission's recommendations.

The plan has been produced by a joint working party of the Department of Education and Science and the local authorities set up by the Education Secretary in the wake of the commission's report. Unlike the commission, which surveyed a range of colleges and polytechnics, it concentrates on non-advanced further education.

The working party proposes that within the next five years all colleges should:

- 1) be given responsibility, subject only to essential local authority controls, for the way they spend their budgets, and much more freedom to hire and fire staff;
- 2) be made to adopt a uniform system of unit costing set out in its report;
- 3) install computerized management information systems; and
- 4) establish targets and monitor their performance partly in relation to national yardsticks.

The working party agrees with the commission that considerable resources would be released by even marginal improvements in NAFE, which costs the public more than £1,000 million a year. But it takes the auditing to task for failing to understand that low costs are not the sole criterion of efficiency in education.

"We've been concerned to balance concern for cost with concern for quality, and to allow for practical difficulties which limit the rate at which efficiency improvements can be made. Efficiency in NAFE should not be pursued at the expense of unacceptable

reductions in educational effectiveness." Criticizing the commission's heavy reliance on an increase in the ratio of students to staff - partly to be achieved by making lecturers spend more time teaching - as a means of achieving economies, the working party says that the commission "did not consider the implications of its recommendations for educational effectiveness".

Efficiency, says the working party, should not be considered in isolation but in conjunction with effectiveness, and it proposes a set of indicators by which colleges can measure both their efficiency and their educational output.

These are: the SSR (student-staff ratio) based on enrolled students and academic staff numbers; non-teacher cost per enrolled student; cost per student enrolled on a course; completion rates for students enrolled on a course and the cost per student completing it; proportion of students on a course who gain target qualifications; and the cost per qualified student; and rates of employment or progression to more advanced courses. All the calculations are to be based on full-time equivalents.

The working party says that it favours the development of national statistics under each of these headings, as guides for assessing performance which are interpreted in the light of local circumstances.

While the working party accepts that, for the foreseeable future, a national SSR target for NAFE is needed for expenditure planning, it sharply rejects the commission's new ratio of the long-term significance.

Unenthusiastic about the commission's call for an overall student-staff ratio of 12:1 as the eventual target, the working party says that uncertainty about the effect of changing student

numbers and of other developments is too great to make this target realistic. It suggests that an average SSR of 11:1 could be achieved by 1991/92, but that this figure should not be regarded as immutable.

"We attach importance to expressing a national SSR target in a way that recognizes legitimate differences between the colleges and is meaningful to all colleges, whatever their present position," it says.

In any case, the report implies, the SSR is not the primary pointer to overall college efficiency that the Audit Commission thinks: its big weakness, says the working party, is that it does not reflect non-teaching costs.

The working party says it examined ways to improve efficiency in non-teaching costs "more fully" than did the commission - which focused on academic staff and the amount of time they spent teaching. It claims that its own approach, which measures the unit cost of each course, is a better measure of the resources consumed, and, when linked with its indicators of educational output, a much better measure of efficiency.

Mr Howard Davies, head of the Audit Commission, has, however, welcomed the working party's findings as a follow-up of the commission's report which, he claimed had already resulted in savings of £18 million in further education. He added that the presentation, as well as the content, of the new study clearly owed a great deal to the commission's report.

But college principals say that the working party appears to have been more strongly influenced by a study currently being carried out by the Further Education Unit into measuring the effectiveness of colleges.

Managing colleges efficiently. DES and Welsh Office, HMSO, £3.95.



Industrial reaction: Emma Nash, aged 17, from Highworth school for girls, Ashford, Kent, takes in a triaxial compression test in soil mechanics at the third engineering for women convention held last week at Queen Mary College, University of London. Some 150 schoolgirls took part in this one-day event to encourage the choice of engineering as a career.

New long-term forecast warns of student decline

Projections of NAFE student numbers for England to the year 2000: low and high variants		Thousands					
		1980	1985	1990 (provisional)	1994 (trough)	2000	
Full-time and sandwich	Low	275	310	322	274	247	278
	High				282	285	316
Part-time	Low	1,049	1,218	1,259	1,284	1,276	1,356
	High				1,327	1,378	1,569
YTS (in colleges) - all modes		8	118	124	154	132	147
All enrolments	Low	1,331	1,648	1,705	1,713	1,655	1,780
	High				1,763	1,778	2,032
Full-time equivalent enrolments	Low	487	522	536	498	459	506
	High				512	489	570

The number of students enrolling for non-advanced courses in further education colleges may rise to two million by the year 2000. Meanwhile, the number - measured as full-time equivalents - will substantially drop during the 1990s.

The warning - vital to local authority planning - comes from the first attempt to produce long-term national demand projections for non-advanced further education. The forecasts have been prepared by statisticians at the Department of Education and Science with the help of local authorities and the Manpower Services Commission.

Until now, the best available figures have been the three-year projections used in the annual round of discussions between the department and the local authority associations on Government spending plans. The new long-term forecasts were prepared for the DES local authority working party on

NAFE efficiency.

The working party has had to accept that projecting the demand for non-advanced further education as far ahead as this is fraught with uncertainty because the personal, social, and economic factors which effect it are difficult to predict even without taking into account the possible effect of such Government policy initiatives as mass training schemes. So two different versions of the figures have been prepared, a high and a low variant.

The variants give different weight to the expected increase in participation rates for full-time and sandwich students and for YTS trainees. The high figures assume, too, that part-time day release numbers will rise again after years of decline and that numbers on other part-time and evening courses will continue to grow.

The higher estimate is that total enrolments will increase from 1,705,000 in 1986 to more than two million in 2000, but that because of changes in the pattern of attendance, the full-time equivalent numbers will fall from 535,000 to 512,000. The low variant puts the figures respectively at 1,780,000 and 459,000.

The working party says that, while local factors will be important, the main trends of the projections are likely to hold good in most parts of the country, and colleges will need to market very successfully to beat them. "For most colleges a significant decline in the student enrolment seems unavoidable," it warns.

The DES, which thinks that enrolment is likely to turn out around midway between its two sets of figures, is to publish a booklet on the projections.

Edited by Mark Jackson

Academics challenge curriculum proposals

A group of leading primary educationists has challenged the Secretary of State to answer a series of questions before going ahead with his proposed national curriculum.

The questions are included in a report compiled by members of the National Primary Conference following their conference in Scarborough. The report condemns a national curriculum for the primary sector that is subject-based and is backed up by benchmark testing. Such a system would "set primary education back more than a generation".

It asks the Secretary of State to reconsider testing at 7, 11 and 14 and to pledge his support for teachers' professionalism. It also makes an urgent case for proper resourcing as recommended by the Select Committee for Education report, *Achievement in Primary Schools*.

The document was presented to Mr Bob Dunn, the education junior minister, by Professor John Tomlinson, the director of the Institute of Education at Warwick University, who is chairman of the National Primary Conference, and Mr Frank Wright, the principal of North Riding College, Scarborough.

The initiative was welcomed by Mr Dunn, who said that such a comprehensive document would "contribute greatly to the current debate". Copies have been sent to the other education ministers, members of the opposition parties, primary HMs, chief education officers and primary educationists.

The National Curriculum: Primary Questions. Scholastic Publications, price £2.50.

Early testing deepens sense of failure, Americans warn

by Virginia Makins

The prospect of Britain introducing pupils to tests at the age of seven or eight was met with horror by American teachers who were visiting London this month as part of an in-service training course.

Ms Eleanor Johnson, who teaches English in New York City, complained that "test scores follow the children like an albatross" in the United States. The course has been organized by the Polytechnic of North London and City College in New York for the past four years. About 100 American teachers come over for three weeks of visits to selected primary schools and courses in a variety of topics.

The elementary schoolteachers had been struck by the atmosphere and behaviour of children in the primary schools they saw: "Informal and relaxed, but very dedicated," said one. Several had been surprised by the independence of primary children, and

the way teachers could leave their classes unattended with no loss of control.

The comparatively small size of British primary schools contributed to their standards of behaviour and work, the Americans observed. But they also thought that the absence of testing was a significant factor.

"Some people think your children are coddled, but I say they are being made into successes. Label them as failures, as we do, and they would soon start to cause trouble," said Mr Peter Rosenbaum, an elementary teacher. Most of the American teachers seemed convinced that if they could get rid of the highly-detailed state control of the curriculum, and in particular the state-imposed tests which are given to every child every year from the second grade (seven to eight-year-olds) onwards, standards would improve.

"We do what the state and city mandate, and in so doing gain entirely negative results," said Ms Brunilda Fernandez, an elementary school principal. "If we used all the time we take to prepare for tests to do more teaching, it would have to result in better learning."

One American did think that British teachers should be more accountable for the standards of work in primary schools. But the others were enthusiastic about the level of work they saw. "Your kids are learning enormously, and with your topic-based approach they seem to do volumes of work in science, social science, English and maths," said one.

They also liked the way reading was taught: "Children are so enthusiastic about it in the infant classes here. We knock that out of them," said Ms Johnson.

One thing Mr Rosenbaum, and others, thought that British teachers could learn from the United States was the value of strong unions for teachers which campaign effectively on such issues as class sizes and the dangers of a voucher system.

The American Federation of Teachers and the National Education Association used to spend their time fighting each other. Mr Rosenbaum said: "Now they both campaign on educational issues, and they win battles for themselves, for the state school system, and for the children."

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Kingston in grammar row

by Jeremy Sutcliffe

The Alliance-controlled London Borough of Kingston-upon-Thames is ahead with its plans to abolish selective schools - despite losing a key election to the Tories.

The party, which rules with support from four Labour councillors, can now take decisions only with the casting vote of the Alliance mayor. A further election - forced by the resignation of the borough's councillor, is due in the autumn.

Despite the delicate political situation on the council, however, the Alliance leaders insist they will carry out their election pledge to abolish the selective grammar schools. Kingston will be the second of the

choice of schooling as the girls.

But this argument is dismissed by the Tory MP, Mr Dick Tracey, the former sports minister. "I think that if Tiffin boys and girls could see a future for themselves within the current local council structure, they would both stay. They do not want to opt out. They want the system to stay as it is."

Two other I.E.A.s, Warwickshire and the London Borough of Sutton, have already backed down on plans to replace selective schools with comprehensive schools following the Conservative general election victory, believing that parental pressure would force them to retain selective grammar schools, as preserved by Mr Baker.

Dons fear redundancies over tenure change

The Government decision to end the guarantee of tenure to academics will tempt a fresh wave of redundancies and reduction in the universities, the Association of University Teachers has claimed.

The decision to end academic tenure, announced last week in the Commons by the Education Secretary, will enable universities to make compulsory redundancies to meet financial cuts.

A consultative paper outlining the new arrangements, to be incorporated into the forthcoming Education Bill, says that universities and other institutions which award degrees will be given power to terminate employment of staff

"for reasons of redundancy or financial exigency". It will affect only future appointments.

Mr Kenneth Baker will now consult vice-chancellors and the academic unions about the proposals. But already he has come under strong attack from the AUT, which claims the measures will undermine academic freedom and could lead to victimization or retribution against dons who express unpopular views.

The union's general secretary, Ms Diana Warwick, said the change would threaten universities' autonomy. "The Government's proposals are indefensible."

NEWS FOCUS



Life with the image-makers

MEDIA STUDIES

Frances Beckett describes how children are taught greater awareness about the media

At Icknield school in Oxfordshire, a class was turned into an advertising agency pitching for the Bassetts sweets account. They researched their potential market and produced several one-minute videos to show the company's marketing manager, who came to the school and asked all the awkward questions he would have put to the biggest West End agency. Now he's considering using one of their designs.

At Benjamin Britten high school in Lowestoft, children watch *EastEnders* and then create a two-minute promotion for it.

Groups of 14-year-olds at some Norfolk schools are given a tape recorder and half-an-hour to prepare a two-minute radio news bulletin. Five minutes before they are due to go on air, just as they think their task is complete, they are given a newswatch, and they have to unscramble their bulletin to fit it in.

Media studies have come a long way since the British Film Institute's Easter school in Ormskirk in 1983, originally planned to look simply at film education. By next year, all the examining boards will be offering media studies for GCSE, and drafts for A level already exist.

Conferences in East Anglia on media education in the community and in Kent on media education across the curriculum took place at the end of June.

So, media people who earn their living writing for newspapers, or composing advertising jingles, or scripting television soap operas, will find future generations less respectful or envious. Not that children are being taught to be cynical about the media, as teachers hasten to assure you, with the slight defensiveness of those who teach comparatively new subjects. But children are learning about the way advertisers try to manipulate their buying habits. They are learning that news in newspapers are not written on tablets of stone; that journalistic judgements are made according to certain criteria which may, or may not, be good ones; and that those who make those judgements can err, either through ignorance and prejudice, or because they are human beings working to tight deadlines.

Alongside the growth of media studies goes an increased awareness among teachers of the uses of the media in all subjects. Steven Beckingham, head of media education at Benjamin Britten high school, puts it this way:

"Whatever you teach, the media influence your view of the world. If you use a textbook, that medium, the photographs that are chosen, influence your view of the subject. So teaching about media goes right across the curriculum. Just as all teachers teach English, it only because they teach in

English, so all teachers teach media studies."

The broadening of media education in the past four years gets an enthusiastic welcome from the 38-year-old Society for Education in Film and Television, whose conference in Liverpool in September is on *New media, new curricula*. Sean Cubitt, the national organizer, says that media studies are at their best "when students are using practical learning to understand the way the media work". Students should not be discouraged from watching television. Rather, they should be made more aware of what is going on, so that they can evaluate it.

Increasingly, he says, even very young children can recognize different genres very quickly. "There's some very astute viewing going on."

Three factors have helped media studies advance. GCSE has a more practical base than the old examination system. Media studies have some priority for funding and for in-service training in some areas like Norfolk, and benefits from the Manpower Services Commission's Technical and Vocational Education Initiative.

And despite the resources problem, which is common to all subjects, most secondary schools now have a cassette recorder, a still camera and a video camera, and sometimes rather more. In Lowestoft, TVEI funds have been used to create a £30,000 media centre, and students from three high schools can make use of its video cameras, editing suite and the rest. Essex, too, has identified the subject as a priority and is to have a media adviser after September. Birmingham, Portsmouth and Newcastle have already appointed theirs.

But the subject still has to fight for its status. There are different views about how it should be taught: do you start with theory and go on to practice, or the other way round? Some teachers remain unconvinced about the value of media education across the curriculum. Others wonder whether media studies will find a place in any national curriculum.

Media professionals themselves are not always entirely happy about it, although the Newspaper Society is encouraging its members, which include most provincial newspapers, to help schools with their media studies programmes. The result, it is hoped, will be several meetings like the one in Norwich last month, where 70 teachers turned up in their own time to meet the editor of the *Eastern Daily Press* and discuss how to use newspapers in the classroom.

The media play a growing part in all our lives, and if schools do not teach children about them, they will be ill-equipped to deal with the world as it is as they do not understand the currency.

As Roger Whitaker, who co-ordinates a media teachers' network in Norfolk, puts it: "We want to see that young people don't take everything that comes through the media for granted. They must know how to handle the products and the systems that they are using."

Extraordinary demands

SPECIAL EDUCATION

Sue Surkes assesses reaction to last month's House of Commons Select Committee report

Dr Ron Davies of the National Children's Bureau will go down well with the Commons Select Committee on education, science and arts for describing its recently published report on implementation of the 1981 Education Act as an "excellent and useful piece of work".

He supports the report's call for a study of the Act's procedures as they relate to the under-fives and for an analysis of the variation in provision for statemented children. And he is delighted with the committee's backing for a national development group to contribute to good professional practice and for the greater involvement of voluntary agencies to act as befrienders to parents.

"I do not think I would want to be critical in any way," Dr Davies said. He might well be in a minority there. Representative bodies and individuals, many of whom found some things to applaud, have strongly attacked elements of the report, which was hastily put together after Mrs Thatcher called the general election.

Teacher training, to which the committee devoted little space, is one sensitive issue. Mr John Sayer, of the education management unit at the University of London's Institute of Education, pointed out that current in-service arrangements were far removed from the recommendations of the Advisory Committee on the Supply and Education of Teachers, on which he served, to replace specialist initial training with post experience in-service training.

"ACSET made the proposals on the condition that a guarantee would be made about provision. That has not happened. It will be very difficult for teachers to improve their skills. L.e.s.s. are tending to go for short, specific and, if possible, i.e.s.-based programmes which will not improve this particular picture."

Mr Tony Dessent, a Cambridgeshire area educational psychologist, added that there was a little point training teachers if resources for them to develop new approaches were lacking.

Mr Mark Vaughan, of the Centre for Studies on Integration in Education, berated the committee for not coming out stronger in favour of parents. They should have taken a tougher line on the need for better information for parents, he said. It was regrettable that they had not recommended amending the law to impose time limits for the completion of statements and to extend the binding nature of appeal committee decisions under the 1981 Education Act to the 1981 Act.

Ms Moira Noble, of the Association for All Speech Impaired Children, was disappointed with the committee's treatment of speech therapy and the relationship between i.e.s.s and health authorities which employed therapists. "The report does not give us the

direction we were looking for and hoping for," she said.

Some critics said they would have liked to have seen more about the impact on special needs children of the new foundation curriculum and the powers of schools which opt out of local authority control to select pupils.

Others said it was all very well for the committee to state that the assessment and statementing process was not working properly, but that it should have tried properly to analyse why.

But many of the criticisms are fundamental questions. Did the committee understand the meaning of integration? Did it totally grasp the concept that special needs must be relative to available provision? And should it not have looked more closely at the relationship between the spirit and the letter of the 1981 Act?

Opinions differ on the view of Professor Klaus Wedell, of the Institute of Education in London, the committee did not backtrack on the Act's commitment to integration. (The report called for "clear recognition of the important place held by special schools under the Act as part of an i.e.s.s provision for special educational needs, linked with their provision through primary and secondary schools", and said that "to support the principle of integration is not therefore necessarily to support a principle of insisting that all children be educated in primary and secondary schools rather than special schools".)

"If the role of special schools is changed to supporting ordinary schools and having reverse integration, one does not have to see them in terms of segregation," Professor Wedell said. "To talk about special schools does not in itself imply integration."

Mr Vaughan felt the backtracking was obvious. "They give a definition of integration which includes its opposite," he said. "The Act clearly says children should be integrated provided certain conditions are met."

"If these conditions are met—and we have examples where they are—it would logically envisage the end of special schools. Integration was possible for any child 'even if there was only geographical proximity to a mainstream school that allowed some form of interaction to take place,'" he said.

For John Sayer and Tony Dessent, both of whom have recently brought out books on special needs, the 1981

Act and the education system as we know it need a thorough review.

Educationists have become preoccupied with the individual special needs child and have segregated administrative, advisory and support systems in a way that contradicts the idea of non-segregation, they believe. In their opinion, we need a system that resources mainstream schools so they can respond to a variety of different needs and as when they arise.

The current focus on the individual rather than the whole school has been fuelled by the 1981 Act's concentration on the assessment and statementing process, Messrs Sayer and Dessent believe. A whole bureaucracy has built up in turn. "The Select Committee has not received clear messages that there is something basically flawed in the legislation," Mr Sayer said.

Mr Dessent pointed out that 80 to 90 per cent of so-called special needs children had nothing physically or sensorily wrong with them, but had developed educational problems rooted in social deprivation. "There are not many who have unique needs. Yet we have built a system on unique needs and generalized it to children who do not have unique needs."

He is aware of the pitfalls of either concentrating too heavily on individuals or of focusing too much on the whole school and taking the risk of allowing those with particular needs to fall through the net.

He recommends a three-pronged resources approach to tackle special needs at different levels as part of a system that would be constantly monitored and evaluated. L.e.s.s. as he sees it, should allocate one amount to each school for special needs provision, another to each school on the basis of social need and a third to cater for the needs of individuals.

"The first would require an act of considerable political will to make explicit a policy of positive discrimination," he said. "It would draw resources from the overall educational budget to focus them on the most disadvantaged children. It would take away from the able, indisputably."

The second would be controversial, but was already happening in embryonic form in some authorities.

Special Needs in Ordinary Schools, by John Sayer, is published by Cassell. *Making the Ordinary School Special*, by Tony Dessent, is published by the Falmer Press.

The main Select Committee recommendations

The DES should:

- examine why there is such a varied provision for statemented children;
- remedy the lack of information about wider special needs provision;
- issue a similar set of guidelines;
- investigate ways of improving assessment and statementing procedures and disseminate examples of best administrative practice; and
- collaborate with the Department of Health and Social Security and local education authorities to study the Act's procedures as they relate to pre-school children.

The report also called for more resources and for national guidance on what constitutes special educational provision and on how the wider range of special needs should be identified.

It recommended that i.e.s.s encourage and fund voluntary organizations to set up befriending services for parents.

A model approach to bilingualism

WELSH LANGUAGE

A new body has been set up to co-ordinate the teaching of Welsh. Iola Smith reports

Co-ordinating Welsh-medium teaching from nursery to adult education is the function of the new Welsh Language Education Development Committee, recently set up by the Welsh Joint Education Committee.

In the past, only interested individuals and parent groups pressed for expansion, but bilingual provision is

now a development strategy.

The Welsh Language Society had doubts about the committee. It might not be adequately or sufficiently well-resourced to undertake the massive task. But the WJEC is convinced that because it is the only national agent able to co-ordinate activities in all eight Welsh i.e.s.s, it is best suited to the job.

It has also recommended that funding of £10 million is required to support the development package. The Welsh Office, though sympathetic, has yet to announce the committee's budget.

"Our brief is fourfold: providing an advisory forum, ensuring the best use of resources, establishing new areas for research and development, and disseminating information to interested parties," Dr Gareth Edwards, the committee director, explained.

The 35-strong committee will investigate Welsh-medium education and specific linguistic issues such as effective methods of teaching Welsh to native speakers and learners.

Four working parties have already been set up to develop Welsh-medium provision within their specific sectors. They feature nursery, primary

school, research and information, and each group is expected to report by March 1988.

Although the WJEC has no statutory requirement to promote nursery education, the committee is convinced that it can assist this sector's development as well as so has included it in its brief.

This group is expected to develop Welsh curriculum at all levels, investigate ways of measuring attainment in Welsh at the age of seven and to promote second language learning.

The core curriculum is likely to be a major discussion point among the secondary group, which will want to ensure that Welsh language culture and history are safeguarded. It is also likely that the working party will seek to examine the use of Welsh-medium teaching in science and technology education.

The research group plans to discuss why bilingual schools have grown up successfully in teaching language. It also examines whether different types of bilingual provision should be applied in different circumstances. Welsh-medium, Anglicized, mixed and Welsh-

'Pampered' students to lose their iron rice bowl

Loans are to replace student grants in China as grants are seen as the root of "Western Capitalist habits", and "pampered and decadent lifestyles".

Besides recently altering higher education selection criteria so that places and course success are primarily determined by a student's "ideological and social attitude", the Communist Party and the Chinese State Education Commission have, since the January student demonstrations, undertaken a major ideological campaign in higher education.

According to Communist Party officials in the universities and colleges, brutal students generally waste their grants extravagantly on fashionable clothes and make-up, while large numbers of male students squander their money on "wild parties, gambling and alcohol".

The Commission has announced that from this summer most students entering the country's universities and colleges will have to take out loans which must be paid back on taking up employment.

CHINA
Geoffrey Parkins on why Peking has—like some right-wing Western governments—decided to replace grants with loans

Unveiling the new system at a national education meeting in Peking, Mr Liu Zhongde, vice-minister of the education commission, said the introduction of loans would break the "iron rice bowl" of grants and living expenses and fee tuition, which until now was given regardless of a student's academic efforts and disciplinary conduct.

The main aim of introducing loans, he said, was to motivate students to "study harder, behave properly and take more care of their health". It would also help to reduce the burden of educational spending by the state, which at present amounts to around

£383 or 2,300 yuan per student for every year of higher education received. There are more than 1,900,000 university and college students in China.

Under the grant system, all students who pass their entrance examinations and claim financial hardship are eligible for a grant and financial assistance.

The vice-minister said he recognized that because people had come to think of student grants and assistance as a right, it would be difficult to change the system quickly. But the problems of "enforcement" would be overcome in time.

Local governments would work out their own loan schemes for students on specialist professional training courses, as would five autonomous and ethnic minority regions—Tibet, Ningxia, Inner Mongolia, Gansu and Ningxia—because of their special status. But all other regions have been told to follow loan scheme details laid down by the education commission, which will apply to as many students as practicable.



Shifting the yuan: grants are ending because they were allegedly being used to fund "decadent lifestyles"

Kaiser Bill decor but a distinct lack of regimentation

WEST GERMANY

Paul Bendelow visits the country's smallest comprehensive in the latest of an occasional series by TES correspondents on neighbourhood schools

Neckar's free school is in a substantial but somewhat run-down detached house in the Dahlhausen suburb. It overlooks the River Ruhr in North Germany's industrial heartland—a region facing an uncertain future with the decline of coal and steel.

The décor is Kaiser Bill residential and junk-shop style: the two wooden floorboards bounce on the stuccoed ceilings and the place smells of coffee, sawdust and old potatoes. Whatever it is that keeps staff and pupils enthusiastic, it is certainly not the working conditions.

Enthusiasm and dedication in abundance were needed to survive the first years of this unorthodox school. It took a five-year legal battle with the regional education ministry before the school was granted provisional recognition last October.

During that period, it did not officially exist, so parents faced the threat of withdrawing their children from education. Now, subject to satisfaction of school inspector reports, West Germany's smallest comprehensive has the right to continue operating.

The school has 14 pupils aged 10 to 16 and a staff of eight. Three of the teachers work four days a week and two subjects and sharing what they normally be one salary. The remaining staff come in at odd times in the week to teach the other subjects.

School hours are 8.30 am with breakfast for staff and pupils and ends at 3.30 pm, with a lunch break between. But the teacher's work load does not end there. Apart from lesson preparation, they are involved in evening meetings with parents and publicity work for the school.

Teachers pay DM100 a month (about £30) for school meals and teaching materials and make a monthly donation of £5 to the school. They come from a wide range of backgrounds, but most have been in the school since it started at state school level five years ago.

Not far from the school, the water with its head above water with the help of grants from private industry, trade unions, parents' associations, the Green party and others. In fact, the school will be eligible for a grant covering 97 per cent of running costs.

A comparable state school, which would have the school's building is being built on the other side of the road. The grant will be calculated on the basis of the school's estimated costs. However, in terms of the grant will be calculated on the basis of the school's estimated costs. However, in terms of the grant will be calculated on the basis of the school's estimated costs.

Paddlers heading for rough waters

UNITED STATES

Teachers using corporal punishment are increasingly being taken to court. Report by Bill Norris

Corporal punishment, though still legal in 42 states, is coming under increasing opposition from parents, legislators, and some teachers. The number of court cases alleging criminal assault is mounting, and before long the issue may reach the US Supreme Court.

The practice is prevalent, particularly in the southern "Bible belt" where there remains a strong attachment to the notion that if you spare the rod, you will spoil the child. The traditional weapon used across the country, however, is not a rod or cane, but rather a wooden paddle, administered to the buttocks.

It is estimated by the National Centre for the Study of Corporal Punishment at Temple University, Pennsylvania, that three million beatings take place each year, with 5 per cent producing a degree of bleeding or severe bruising which would constitute criminal child abuse if administered by a parent.

Most "paddling" is carried out on boys at primary level, and some scholars and educators are increasingly concerned that poor blacks, Hispanics and emotionally-troubled youngsters are more likely to be the subjects of corporal punishment than middle-class white pupils.

According to Joan McCarthy First, director of the National Coalition of Advocates for Students: "Corporal punishment is used most frequently on poor minority students—more specifically on poor blacks and, most specifically, on poor black males." Only 16 per cent of pupils in America's state schools are black, but they represent 28 per cent of those beaten.

The latest case to reach the federal courts began in Toombs County, Georgia, where 12-year-old Brian Miller was paddled for misbehaving in gym class. His bruises were so severe

that doctors at the hospital casualty unit notified county officials of a possible case of child abuse. Brian's father, who was told that he could have been jailed for treating his son so brutally, is now suing the board of education for excessive, brutal and severe punishment.

The charge is being contested. "We've been using paddling here since schools began, and to be honest with you, I don't know what we'd do without it," says John Sikes, the school superintendent for the county. "The only alternative is to send unruly kids home, and they won't learn anything there."

This view is prevalent among schools in Georgia, where parents have protested at the use of spankings on children who failed to do their homework. In one notable case, the policy backfired tragically: last year a 13-year-old pupil in Wincker, Georgia, who had been paddled, returned to school two days later and stabbed the principal to death.

In Moody, Alabama, a mother has been charged with assault after she struck a teacher over the head with the paddle he had used to spank her seven-year-old son.

Only nine states, seven in the North-East, plus Hawaii and California, have explicitly barred the use of corporal punishment in their schools, though a number of large urban districts in other states have done so. Legislation is

currently pending in Ohio, Wisconsin, Alaska and Michigan—where an average of 10 beatings take place every hour of the school day.

"This is the ugly secret of our state schools," said state senator Lana Pollock, introducing the Michigan legislation. "It is a practice that is sick and destructive, and counter-productive in terms of education."

Elsewhere, the practice is frequently enshrined in state law, and Georgia even stipulates that teachers are immune from civil or criminal action if the punishment is given "in good faith" and is not "unduly severe".

The leading teachers' union, the National Education Association, is ambivalent on the subject. Its recent annual convention passed a resolution opposing corporal punishment, but also adopted a set of demanding legislation to ban it. However, a growing number of national groups, including the National Congress of Teachers and Parents, the American Medical Association, and the National Association of School Psychologists, have urged abolition.

The last Supreme Court decision on the issue, taken in 1977, upheld the right of school districts to mete out corporal punishment if school officials believe it is necessary to maintain order.

The justices are likely to have another chance to look at the question soon, when a case from New Mexico comes before them. The Federal Court of Appeals for the Tenth Circuit has ruled in favour of the parents of a nine-year-old girl, who argued that her constitutional rights were violated by a severe paddling.

However, given the current conservative constitution of the court, few opponents of corporal punishment are hopeful that radical reform is in the offing.



Best generation: many teachers can see no alternative to paddling

OVERSEAS

Springing back from the year Zero

Sue Surkes on how Kampuchea is rebuilding its schools



Caught but not taught: teachers in refugee camps cannot capture pupils' attention

Solinda My was only seven when the infamous Khmers Rouges leader Pol Pot seized the Kampuchean capital of Phnom Penh in 1975.

Like other children who would otherwise have been safely ensconced in school by then, she was to live through nearly four years of terror during which millions were forced out of the cities at gunpoint to rural labour camps, families were torn apart, and schools and universities were abolished.

Pol Pot embarked on a ruthless campaign to take the country back to the year Zero, destroy the concepts of individualism and family, and indoctrinate the population with total loyalty to The Organization.

In the process, around three million people out of a population of about eight million were either executed or left to die of starvation and disease. The educated classes were in the front line. An estimated 90 per cent of teachers lost their lives and university lecturers were obliterated. Schools were shut down virtually overnight and emptied of furniture, books and paper.

Solinda was taken away from her parents and allowed to visit them only for two or three days at a time. She was told to change her first name to Net and drop her family name and was put to work collecting ox dung from the fields.

During the first months she would burst into tears whenever she went home, recounting the way rural children mistreated her because of her middle-class, city background. But after two years' rote learning of the Pol Pot dictum, things began to change.

"Angka (The Organization) is supreme. I am the daughter of Angka. We are the purest, the first to defeat the US imperialists," was what she was taught.

"I would say, bring me water," recalled her father, Dr My-Samedy,

secretary-general of the Kampuchean Red Cross.

"She would answer: 'Go and get it yourself. Do not exploit others.' I would try to re-educate her, although it was difficult to talk openly in the family. And she would tell her friends that her father was not yet a revolutionary. When she reported me, I was put to hard work in the fields."

Dr My and the Kampuchean Foreign Affairs Ministry's Mr Uch Kiman recently became the first representatives of the People's Republic of Kampuchea to visit Britain. As Kampuchea is not recognized by the British Government, they came as guests of Oxfam.

Pol Pot was finally put to flight in early 1979 by the invading Vietnamese who installed the Khmer Rouge re-

negade Heng Samrin as head of a new government. Education became a top priority and an intensive programme of school building and teacher training began.

Re-education was not a major problem, Mr Uch claimed. Those who truly followed the Khmers Rouges fled with Pol Pot to the border region and later into Thailand, he said. Dr My added that his relationship with his daughter was now as good as it had been before Pol Pot came to power.

There are now state-funded primary schools in virtually every cluster of villages, secondary schools in most districts, five faculties of higher education in Phnom Penh and teacher training colleges in some regions, according to Mr Uch. Educated people are still being encouraged to come forward for

short, intensive training courses to top up the still depleted teaching force.

Substantial problems still remain. Children attend school for either a morning or afternoon shift. Pupil-teacher ratios are appalling - Mr Uch's child attends a class of 80 in Phnom Penh. And teachers often have neither the time nor energy to help individuals with their work.

But relative normality has returned and, in Mr Uch's view, little is likely to change in educational terms when the Vietnamese pull out in 1990.

Times are harder for the 250,000 people who fled from the Vietnamese and are now living as displaced persons in Thai border camps run by the factions of a self-styled coalition government in exile. (Five of the camps are run by the Khmers Rouges.)

The Khmer Women's Association runs a network of kindergartens and the United Nations Border Relief Organization (UNBRO) provides a basic primary education service, according to Dr Josephine Reynolds, research officer at the Refugee Studies Programme in Oxford, who visited the camps last year.

But there are only three secondary schools, set up by Khmer people with the help of voluntary agencies. Banned by the Thai Government which does not want to see the camps becoming permanent, the schools are not supported by the UN. They are also fee-paying - and therefore affordable only by those with money.

Khmer people with an education, in alone teacher qualifications, are few and far between. Dr Reynolds found. Books and materials are short. The traditional Khmer way of teaching before Pol Pot was by rote learning. This isn't suitable for a refugee camp where children are subject to a lot of stress at home - families are poor, there are often domestic problems, and there is the threat of shelling. You have to capture their attention in a different way.

Rate learning is also combined with political education, she discovered. In one maths class, she heard children reciting: "One dead Vietnamese plus one dead Vietnamese equals two dead Vietnamese."

Education in the camps only got off the ground in 1985 when the refugees moved from Kampuchea into Thailand. But current problems are likely to intensify. Of the 250,000 displaced people, 150,000 are under 15 and 20 per cent are under five - approaching the camps' school age of seven.

A chapter about education in the camps is included in Dr Reynolds' book *Political Prisoners*, due to be published by the Refugee Studies Programme next month.

LETTERS

Mettle measure

Sir - I am told that public examinations are useful because, among other things, they indicate the candidate's ability to cope with stress. Even recent research suggests that a certain amount of stress is beneficial.

So what are we to make of the recent deaths of two very able young people who are reported to have suffered some form of examination-induced stress? Apparently, one of these youngsters was about to take 13 O levels, including a re-sit to improve an existing pass grade.

Are these tragic youngsters seen to have failed some form of unofficial "stress factor" test? I do not intend to be callous, but I feel that it should be pointed out that society in general is insensitive to disregard, year after year, the effect of so much unproductive and unsupported stress which is inflicted on young people during the public examination season. This is particularly important when we bear in mind that at the ages 16 to 18 young people are likely to be most insecure and challenged.

Two issues are at stake here. First, should public examinations be used to unofficially assess an individual's ability to cope with stress? Are we morally or educationally justified in drawing conclusions about anyone, on the basis of their performance in an exercise which is meant for a different purpose? Second, the uncontrolled number of examination entries made by a candidate in one year bears no relation to

actual need. To my knowledge, no one has satisfactorily answered the question, "Who actually asks for more than five or six GCSE or O level equivalents?"

Surely, among the current upheaval in education, we should find the time to consider the educational and moral grounds for introducing a national maximum number of public examinations that any pupil should be allowed to take. Let us start the bidding at seven; that should cover all options and also allow for a couple of "fail grades" without threatening career prospects and allow students to "compete" in an "open market" environment.

Our need to cope with stress is part of living in the modern world. It has been my experience that schools can play a part in the process of helping young people to cope more effectively with stress. The process requires little more than normal planning and structuring as for any formal learning experience, although it will be more effective if imagination is applied to the methodology. Once included in the curriculum, stressful situations can be dealt with as positive learning situations and the world be suffered be supported.

The significance of these tragic deaths should not be ignored. We have only to remember the Land's End disaster to see how the deaths of schoolchildren during school-related activities provokes both an outcry from the public and quite rightly, a review of the procedures by which teachers and others are required when in charge of pupils. Why then are we not seeing the same responses to these issues?

Perhaps there should be a government warning with every examination entry: "Lowering the number of examination entries can reduce the risk of serious stress."

KEN WEBSTER
Head of Continuing Education
Oxfordshire County Council
The Mill Community Education and Arts Centre
Spitchell Park
Banbury
Oxfordshire

Changes to report writing really are ticking away

Sir - I read with interest the article on school reports by Rod Cross (TES, July 10). The argument he presented - that report writing by teachers has generally been recognized as inadequate; been mere bureaucratic form-filling; contained key words of wide interpretation; had the "hidden" effect of distancing the teaching profession from parents - would generally be accepted by both teachers and parents alike. The conclusion he draws, however, that it is conceivable that school reports will remain unaltered for the next 50 years, is totally unacceptable.

There has been widespread interest in the idea of developing pupil profiles and records of achievement recently. These were initially instigated through projects like the Certificate for Personal and Vocational Education and the Technical and Vocational Education Initiative, but are now being developed for

all pupils by other agencies like the South East Records of Achievement. This is one response to inadequate reporting procedures, another is the work of a more specific school-focused nature. Many schools have moved from the single sheet report to a more comprehensive "booklet" approach where every teacher of a particular pupil contributes a page.

At Cheam High, we have recently introduced a new fourth and fifth year format. The new format is predominantly based upon subject "comment banks" aimed at comprehensively describing the pupils' skills in a positive and constructive way.

The manufacture of the reports has necessarily involved the computer, ensuring the teacher's time is focused on "reporting" and not "presenting". We are, in addition, working on a "tick box" report pro forma. It is

envisaged that this will replace the more conventional handwritten report for the first, second and third year. In it the teacher's response is prompted in a variety of areas: for instance, pupil effort, behaviour, attainment and homework. In this way it is hoped a more meaningful and comprehensive picture is communicated to parents.

The inadequacy of the traditional report, and the increased demand on schools to account more readily to parents, has prompted a tremendous amount of interest in this area. Rod Cross does nothing to enhance the professional standing of teachers by implying areas within education, like this, are not adapting and evolving.

T A BRAINE
Head of Craft, Design and Technology
Cheam High
Chatsworth Road
Cheam

Blunt instrument

Sir - While reading with some amusement Hilary Goriarty's article, "Code breaking" (TES, June 26), and despite having a great deal of sympathy with the views expressed, I could not but help reflect on the possible outcome of advocating a more direct comment on the school report.

Having worked through the bad old days when "satisfactory" and "could do better" were commonplace report comments, today's lengthier and, one hopes, more relevant observations about a pupil's progress and achievement should be applauded.

I do agree, however, that the "teacher's language" used on reports often clearly conveys a different message to the professional teacher. I wonder whether the parents who are

not also teachers can read between the lines or interpret what the "written comments" actually mean to say? I suggest to my staff that they could have the freedom to write exactly what they wished about a pupil, opens up the possibility of some very entertaining reading.

With the prospect of end of term report comments arriving on my desk in the very near future, perhaps I should give the go-ahead today? How many of my pupils really are layabouts and wasters who ought to be reprimanded? Or perhaps they are all geniuses!

A M BROOKS
Headteacher
King George Comprehensive School
Newington Avenue
South Shields
Tyne and Wear

Rotating props

Sir - If Pamela Hori is shocked by the Victorians' "use of the school textbook as a propaganda vehicle" (TES, July 17) - and surely they had a good excuse, they were rightly proud of it - I should give the go-ahead today? How many of my pupils really are layabouts and wasters who ought to be reprimanded? Or perhaps they are all geniuses!

STEWART DEUCHAR
Dean Farm
Singleborough
Milton Keynes
Buckinghamshire

Views from both sides of the interview table

Sir - Chris Webster's article on applications (Talkback, July 3) aired rather bravely what is a raw nerve for many teachers. It is perhaps inevitable that there is not a great deal of public moaning on this subject: if the system works for you, you keep quiet; if it doesn't, whingeing about your own failure doesn't seem too appealing or useful.

I can't be the only head of department increasingly depressed at the prospect of being trapped forever by a system where, if your interests are essentially in the classroom, a buyer's market encourages heads and authorities to play safe with appointments.

A little experience of interviews from the other side of the table - both in appointing my own second in department and in a training exercise at a school where I was a governor - confirmed my prejudice that the whole process can leave both sides feeling more than a little dissatisfied. Talk to anyone involved in the personnel process outside education and see how they react to the system carried out by the untrained on the uncomplaining and accepted as normal by most teachers.

An experience in Dudley a year or two ago was, I suspect, far from

untypical. We three candidates were given very much formula treatment: chat with the head, tour of the school, totally inadequate look at the department, lunch, interviews by the panel, expenses claim forms.

What possible value could there have been in having an interviewing body running into double figures - head, two deputies, chairman of the governors, another governor, head of faculty, head of department, two other members of staff, i.e. a adviser? I thought I gave a reasonable account of myself, despite the physical awkwardness of having to survive through 180° to address the various interrogators.

What did the interviewers feel they had learnt about me from two questions each? Did the i.e. adviser ask each candidate what made them laugh? If so, why?

The whole surreal process ended with the appointment of a woman who lived on the doorstep of the school but elected to send her own children not to this outstanding comprehensive but to the grammar some distance away. I discovered this during the day's conversation. Did the interviewers?

NAME AND ADDRESS SUPPLIED



Wiser course

Sir - Recent correspondence about service training prompts me, as a consultant providing training to education, to express my opinion.

While there are many excellent teachers within education, I have every sympathy with Messrs. Caunter and Chell (TES, July 10). I am fortunate in that my own offerings have been well received, but suspect this is due to a sort of mediocrity rather than my own excellence. Tutors must plan thoroughly and be organized but above all, meet the participants' needs.

Teachers dread a diet of so-called participation which consists of being sent off in large groups for long periods to talk about virtually anything. They respond better to a direct approach which has small teams working under pressure on clearly defined topics.

I dread going into some courses, most are too large. No thought is given to room layout and I find an assortment of chairs ranged round the walls of the room. At the front is a table with three (why always three?) chairs behind it.

But course members themselves are not to blame. You cannot start to learn because several will be up to 20 minutes late. People come and go during the day for various reasons, and a clean finish is ruled out as people leave, drifting away to other appointments.

To answer John Caunter, I would agree you should take more care planning courses than exercises for children should lead to excellence in the second.

MICHAEL WATLEY
4 West Common Gardens
Southampton

Paper chase

Sir - Just in case there are still people who believe that the GCSE was not rushed in too quickly and that examining groups and teachers are now working in informative harmony, consider this case.

Bear in mind that many syllabuses did not arrive in school until July 1986, that the examining groups advise us not to use specimen questions published by them, and that not all teachers have been offered training for their courses which are partly teacher assessed.

The following case concerns a modular combined science course, which involves a written examination at the end of each module. The first module ended in December 1986.

□ The Southern Region Examinations Group advised us that the papers would not be ready for December 1986 and we agreed a date in February.

□ The first part of the two-part paper arrived in February, but at the wrong school.

□ A new date for the examination was set for March and it was agreed that the

second part would be sent before this new date.

□ A week before the date of the March examination, the second part of the paper had still not arrived.

□ After numerous phone calls to the SREG, it was established that (after stapling the papers together) they would be in the post by Thursday. (The examination was set for the following Monday.)

□ The papers had not arrived by Monday morning.

□ A phone call to the post office established that the papers were at Maidenhead sorting office.

□ I collected the papers from the sorting office and arrived back at school 10 minutes before the examination was due to start.

This case is not unique: the Midland Examinations Group has just advertised for moderators of GCSE course work for chemistry; the closing date for applications is July 1987, the course started in September 1986.

CAROLINE ADAMS
Head of Science
Newlands School
Maidenhead
Berkshire

More than darts

Sir - It is with some interest that the National Association of Youth and Community Workers (NAYCOW) digests the comments made in Ian Nash's report on the youth service in Wolverhampton, "Rakes that helped Mr Hoggarth to Progress" (TES, July 10).

Although very pleased that the needs of young people were being looked at and apparently acted on in Wolverhampton, the NAYCOW, which represents over three-quarters of the total number of youth officers in the country, does not support Ian Nash's contention that "Many i.e. youth officers saw the writing on the wall and pressed for the service to be withdrawn by leisure and recreation".

In fact, the reverse is the truth. Increasingly youth officers have pulled back from the "financial gen" in the leisure, lamp - and refused to use the "recreation passport into All Baba's cave".

This association, after a long consultative process with all its members, has determined that the youth service is an integral part of education. The Thompson review of the service highlighted that although it supports, co-ordination of youth affairs, the co-



The untrained facing the uncomplaining

Bad manners

Sir - A young friend has been applying to several primary schools for a teaching post. I find it deplorable that not one of the schools has acknowledged her application, even though she always enclosed a stamped addressed envelope.

It is hard enough for young people nowadays to experience being turned down for one post after the other without having to face such lack of common courtesy, leading to a sense of insecurity and to disenchantment.

Surely a brief acknowledgement could be sent to them, using their own s.a.e., perhaps stating they are not at the post has been filled if they have not heard by a given date.

As a retired teacher, I find the insensitivity and rudeness shown to this young girl quite disgraceful.

ANNA NEWTON
10 Horn Lane
Linton, Cambridgeshire

Broken promises

Sir - I should like to warn my colleagues to watch out for the doubtful wording of many recruitment advertisements. I am quite confident that they adhere to the letter of the law on advertising standards, but they do not abide by the spirit of the advertising standard in representing a true picture.

I refer, in particular, to two separate enticements offered to prospective teachers. One borough frequently offers crèche facilities which, ironically due to staffing shortages, it is failing to provide. The second claims to pay special attention to in-service training, but it has recently implemented a complete ban on supporting staff who wish to follow MA courses. I urge all teachers to check carefully the reality of the inducements being offered.

SUSAN KELLY
8 The Dell
Great Baddow, Essex

Marks of scorn

Sir - Your headline on Mr Baker's rejection of GCSE payments (TES July 17) so infuriated me I had to write.

Once again he displays his ignorance of the demands of teaching. Marking exam work has never been part of a teacher's duties; even the exam boards recognize that.

I was paid (not enough) for marking coursework as part of a Mode 3 CSE history syllabus. I did not mark the coursework as part of my normal work in school and would not have had the time to do so had I wished. I was also forbidden to do any marking in school by the CSE regulations.

Mr Baker's "very substantial" pay rise of 16½ per cent does not recompense me for the 21 per cent extra workload involved in the increased hours of the new imposition, let alone the additional GCSE marking load. When will Mr Baker start supporting the teachers instead of hammering them? I despair.

PHILIP LYONS
Head of History
Soham Village College
Cambridgeshire

Nursery status

Sir - While it is encouraging to note Cynthia Body's report (TES, July 17) on the nursery nurses' dispute, may I point out that dissatisfaction among this dedicated group of professionals is not limited to the north-west.

The quality of recruitment, the lengthy and intensive education and training, and the increasingly demanding classroom role and responsibilities required of the nursery nurse merit greater reward in terms of career status.



Dedicated professionals

Backward step

Sir - As a parent and non-member of the teaching profession who has suffered in silence during the previous years of educational disruption, I am amazed that the position of the various teaching unions towards Mr Baker's imposition of a Government dictated contract seems to be to capitulate without a murmur.

This contract appears not only to impose a pay structure without consent, but also to dictate new hours of teaching, which would seem to be greatly to the overall detriment of many women teachers with families of their own.

It is furthermore tantamount to the Government declaring a non-professional status on teachers whom it treats less favourably in this respect than school caretakers. The wording of the contract does not, for example, appear to acknowledge that there are any women teachers and would be thrown out on sexist grounds were it ever to be submitted as an advertisement.

It would seem that teachers would be better to demand pay on an hourly basis with factory-style clocking in and out than accept the new arrangements. The idea that headteachers should soon be responsible for teacher promotion, school maintenance and a host of other non-educational duties fills me with horror. Most of this new class of headteacher manager will not have had any of the sophisticated modern management training expected in most industries and will thus totally unprepared and the greater role of personnel and financial management which the Government appears to expect. The result could well be catastrophic mismanagement on an incomprehensible scale.

The answer to the obvious problems in store for the country should not be more teaching strikes. Rather the unions should contemplate asking their members to submit an undated resignation from teaching. This would become valid if the Minister refused to return normal negotiating rights.

If this were to happen teachers could then feel free to negotiate individual contracts with whomever they wished, whether parents associations or local authorities. In this way more sanity might come into the construction of teaching contracts. The right of schools to opt out of the local authority control would be balanced by the right of teachers to choose their employing body and contract.

Certainly, school management might be better with a financial director and a teaching director on a board of governors with real teeth, but it will definitely be worse with a tin-pot dictator appointed for life on the basis of one flimsy interview. For teachers to accept any less than this is a return to the dark ages and I for one feel that the education of my children under the new rules - which seem to be accepted by the teachers - is certainly not safe in Mrs Thatcher's hands.

DR JOHN R CLAYDEN
Jomart
25 Binn Lane
Holmfirth
Huddersfield
West Yorkshire

All nursery than is now available

All nursery nurses, and a growing number of teachers and others involved in the education of young children, are working to this end, and various forms of industrial action have been taken already in the Home Counties this term.

This is truly a national campaign.

AMANDA FOSS, NNEB
36 Highview Gardens
Upminster
Essex

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TALKBACK

FEATURES

CURRICULUM CONTROL

Melting pot

Don Patter

In his Talkback article of June 12 John Elmer eloquently puts a case, with which I have much sympathy, for deregulating the curriculum – dispensing with control, whether central, local or teacher, altogether. However, his suggestion that children will learn what they need to learn assumes a situation which most maintained schools would struggle to provide.

Because they are the dominant influence, parents teaching their children at home are able to provide a warm, supportive atmosphere in which those aspects of social and personal experience they value most can be offered freely on tap.

Parents educating "otherwise" should be aware that many of the experiences their children encounter are as much their choice as their children's. Their enjoyment of books comes from the fact that they are constantly surrounded by books of many kinds and often see their parents deriving enjoyment from books.

They are physically capable because they are presented with opportunities for physical exercise. They are curious about the world because they know that their questions are answered honestly and appropriately.

In a real, albeit subtle sense, the parents control the curriculum by providing some resources and excluding others; children cannot learn about things of whose existence they are ignorant; they are likely to learn about things which they see often.

Neil's Summerhill, like any other boarding school, has a tremendous amount of control over the physical and intellectual environment in which pupils are enabled to develop. In the same way that home educators control the milieu of the home, Summerhill presents and balances the possibilities which the children then pursue – or not. It is unlikely that Summerhill would be as effective if it took day pupils because of the contrary values that they would be subjected to at home and school.

The nature of the most maintained schools means that they have to face and deal with precisely this discontinuity of ideologies between home and school. Fill classrooms with books and you will still have the problem of the family to whom books are anathema: "Don't let your father see you with that", one local mother was heard to say to her book-laden son.

Moreover, at school children are likely to encounter a whole melting pot of views, clearly from their peers, many of which, having been scrambled through the media, contribute to a powerful counter-school culture in which learning has a decidedly negative status. Ironically, it is this "socialization" which home educators are accused of denying their children.

Pupils coming late to Summerhill suffered from this condition and needed a six-month cooling-off period before they rediscovered the delights of enquiry and investigation.

It is my contention that the great failure of most maintained schools to achieve success with 100 per cent of their pupils is due to their failure to wrest cultural dominance from the community, whatever that may be, and impose their own.

If schools did that, then I would agree with John Elmer that we could dispense with an explicit curriculum and allow children to learn what they needed to learn. But control is there, implicit in the design of the buildings, the choice of resources, the training of the staff. The agenda is set by someone; nothing can be value-free.

After more than twenty years of teaching, the last two or three of which had been unrewarding and unfulfilling, I obtained a year's secondment. Next September I shall return to my school and I would like to draw attention to some of the contrasting experiences the last year has provided.

The first change of which I became aware during the first few weeks was how relaxing and restful my life became. My secondment had involved a considerable amount of admittedly optional reading in its early stages. I enjoyed this, uninterrupted as it was by lesson preparation, teaching, marking and administrative work. Since those first few weeks, however, my experiences have changed.

During the course of the year I taught in about a dozen schools in four different authorities in the presence of more teachers than had been in my lessons throughout the rest of my career, including teaching practice. I shared the teaching in a variety of schools with more teachers than I had worked with in this way before.

My lessons were discussed at length by colleagues who observed them and I have discussed other teachers' lessons. Such experiences have been rare for me in recent years.

In most of the lessons I taught this year I used approaches that were new to me, though more familiar to some teachers whose training courses were different and more recent. Altogether I worked much more closely with colleagues who, freed from the demands of school routine, showed considerable commitment and enthusiasm.

Only very occasionally did I hear discussion of low morale and job dissatisfaction. That was a frequent topic of conversation in my school, particularly during my last year there.

I attended courses and meetings taken by a number of experts in various fields associated with the subject I teach. Some of these I found inspirational – a world I do not remember using last year. I worked with other seconded teachers away from the classroom on some of these courses and my teaching should benefit from these experiences. I had to write reports on some of the work I did this year and this has given me an opportunity to reflect upon it. I found little time for reflecting on my teaching in the previous year.

Although I found it difficult to convince some of my colleagues of the fact, I have worked quite hard in my secondment year, though probably not quite as hard as I worked in the previous year.

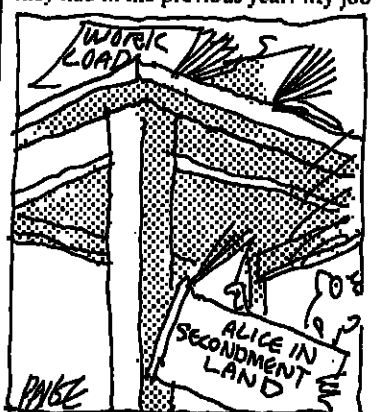
SECONDMENT

Reducing the load

Peter Ingham

I am certain that the work I did this year was done properly; I am equally certain that very little of the work I did in the previous year was done properly because, like other teachers, I was expected to do far too much.

I have also found that this year has been much more challenging than any previous year with the possible exception of my first year in teaching and my first year or two as head of department. I am also certain that my paymasters have had much better value for money from me this year than they had in the previous year. My job



satisfaction this year has made me feel disinclined to apply for early retirement; this time last year my family responsibilities and the prospect of this secondment were all that prevented me from doing so.

Thus refreshed then, I should be looking forward to returning to full-time teaching next year to try out some of the ideas I absorbed this year and to resume the one or two aspects of my job which still fulfilled me.

I am not, I know that the excessive demands will return and that I will choose either to neglect or attempt to do them all and none of them properly.

The first of these appeals more to me, but may not be available. Most of the teachers I worked with during my first term returned to teaching last January. They completed their term's secondment full of hope and good intentions. They were highly compe-

tent, very committed teachers. I have seen some of them since and without exception they have told me that their hopes and good intentions did not survive the first week back.

In my case I find that I will be returning to take over two exam forms which are halfway through their syllabus (this is perfectly fair as I left two at a similar stage and my replacement unfortunately has to leave to make way for my return).

I have to cope with the considerable additional demands of GCSE which was introduced in my absence; and I have fewer free periods than I had when I left. Indeed next year I will have half the number of free periods I was given when I was appointed nine years ago in happier times.

I have two unoriginal suggestions to make to improve the quality of education. The first is that teaching loads should be reduced by about a third. This would entail the appointment of an extra teacher to most departments.

Most of the time gained would enable teachers to do the remaining two thirds of their work properly and there may even be time over for curriculum development or additional extra-curricular activities.

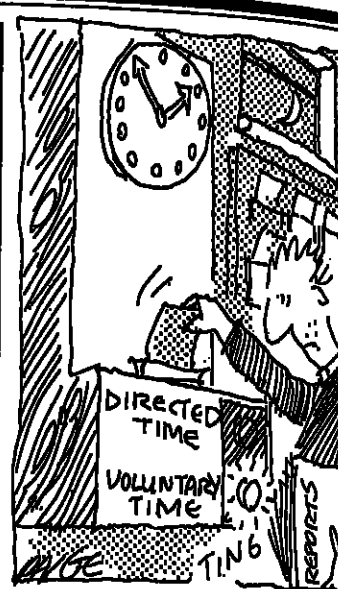
The introduction of GCSE has surely provided the opportunity and need for this to take place. If Mr Baker thinks that teachers would waste this extra time my observations this year suggest otherwise.

The introduction of appraisal, of which I am wholly in favour, would also go a long way to ensuring that the time gained would be well used.

My other suggestion is that secondment, even sabbatical, years should be part of our new contracts as is the case in many other countries.

To end on a more optimistic note, in visiting schools this year I was surprised to find that the disillusion and discontent which prevailed in recent years in my own school and many others had not entirely killed off the enthusiasm and thirst for new ideas.

Perhaps morale has improved in staff rooms this year or it may be that the schools which have been willing to let me in to teach and to observe are exceptional.



Work to rule

Gerald Haigh

"What I want to know", said a colleague as we all relaxed together in a restaurant on the evening of the last day of term, "is whether this is Directed Time or not?"

Not all that funny of course – except in the sense that beyond a certain point at the end of term, absolutely everything is manically amusing. And without doubt, the same joke has been cracked 10,000 times in 50,000 staff-rooms up and down the country these last weeks.

"Are you directing me to do this, or am I volunteering to do it?" is another variation on the same theme. Joking apart, though, the corn, as it often does, conceals an issue, which is how does a small school which has, either by deliberate policy or by simple evolution, arrived at a collegiate rather than a hierarchical structure, come to terms with a contract of employment which assumes that the head is suddenly going to start telling people what to do?

Middle schools, particularly – though the same to some extent applies to junior schools and perhaps to some small secondaries – are pretty egalitarian places. An 8-12 middle of about 300 pupils will have, say, 14 full-time teachers. Under the old Burnham agreement, none would be on Scale 1, 10 would be on Scale 2 and two on Scale 3. One would be the deputy head, on a salary not far above Scale 3, and one would be the head, on a salary about the same as the metropolitan police sergeant. Which is to say that nobody would be starving, nor would anyone be coming to work in a Porsche.

And to reinforce the general air of equality, it would be quite probable that because of a falling roll and consequent lack of mobility, each colleague, including the head, would have a roughly similar share of professional expertise and experience.

Against this background, it is not surprising that there may well develop a method of working which places emphasis upon consultation and co-operation. More than that, though, there may grow up a subtle feeling of unity and trust, leading to the building of a corporate philosophy which is hardly stated and never written, yet governs the whole of the practice of the school.

Staff will generate initiatives both in and out of school; the head will subtly direct and guide them, and be in turn directed and guided. The team, as a whole, will generate a commonality of approach within which the giving of instructions, the issuing of orders and the defining of contractual boundaries simply have no place.

This being so, how does such a team swallow the notion that the head will "direct" them for whatever number of hours it is? Is it to be assumed that the whole management style of the school will start strutting about pointing hither and thither like some pedagogic Mike Baldwin? Or is it just that I am a little bit of a cynic?

There is also the problem of how teachers should talk about Aids. The call to be "non-judgemental" is not, for this call is itself a judgement. It is too easy to avoid talking morals, just as it is too easy to risk contracting Aids because of unproven assumptions.

The Royal College of Nursing issued a statement that nurses could not get the virus from being pricked accidentally by an infected needle. Yet, almost exactly one year later, a nurse did just that and she now has the virus.

All I am saying is this: what we mainly have so far is expert opinion. There are very few facts to go on. Until that time, teachers must be very careful and should not be casual about Aids.

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Gerald Haigh is head of Henry Beckett Middle School, Nuneaton.

The long march of Esther Samson

Nick Baker meets the West Country head whose extraordinary curriculum vitae includes spells in Dr Barnardo's and the Chinese Red Army

When Esther Samson applied for her first teaching job in Devon, where she's now head of a happy village school in an idyllic country setting, one remark swung things in her favour. She told her politely-interested interviewers that she'd been lucky to have had a Chinese father and an English mother.

Had the interviewing panel been able to read an extended curriculum vitae – a childhood divided between the luxury of pre-revolutionary Shanghai and poverty-stricken London in the 1930s, three wars, three marriages, the first after a whirlwind romance with an Allied fighter ace, the witnessing of mass executions in the early days of the revolution as part of her "training", and a flirtation with murder and suicide – they'd have known that this was no ordinary applicant.

Esther was born in Shanghai in 1932, the daughter of a young Cockney Jewish woman and a bourgeois Chinese, the son of a magistrate. They met when he was in London to learn English. The family lived in Shanghai until 1938, when the Japanese invaded, but the marriage, frowned upon in China, had already started to break down.

As we sit in the tiny library of the tiny school, Esther has no difficulty in remembering minute details of the Shanghai childhood – of seeing, with her mother (nurse), the corpses of victims of a Japanese air raid, and of becoming closer to her father than her mother, referred to in the family as "that smelly foreign barbarian woman". In 1938, the marriage collapsed. Esther, her mother and new brother and sister left Shanghai for London.

However, in London, Esther's mother was officially regarded as a Chinese citizen, more or less rejected by her own family and insufficiently supported by her estranged husband. At six, Esther was placed, bewildered and alone, in a Dr Barnardo's in the East End.

"It was a complete culture shock. I'd come from a very comfortable loving family much with an English and a father who spoilt me very much."

At Dr Barnardo's, Esther polished doorknobs and weathered the taunts of other children for her lack of English. When war broke out, she was evacuated to the Midlands, where she was the last to be chosen from a "take your pick" selection of evacuees. She does a cruel imitation of the fat old woman who turned up late and had to take her on, as much for the billeting money as anything else.

In London, Esther's mother bore a child by a new "uncle", in Shanghai, her father, believing his first family to have been killed in an air raid, also remarried. And in Staffordshire, Esther inwardly painted a proud picture of China as her real home as a defence mechanism against the tears of "Chink Chink Chinaman" and "Blackie".

At 15, Esther was starting to enjoy school. Camber, but her last set of foster parents becameasperated by her increasing rebelliousness, and sent her back to her mother in London, where she lived with a clerk. She also tried to re-establish contact with her father, successfully in the end, the result of a chance meeting with a young Chinese.

Her father started to send a handsome monthly cheque, enabling a delighted Esther to catch up with her education. Still unhappy at home, she began to be sent back to the land of her dreams.

"I'd built up a much more glorious picture of China, and of my father, than perhaps was true. He'd been telling me that I should get away from the harmful influences of the West."

All this time, Esther was cultivating Chinese friends, and re-learning the language. At 16, with her father's permission – if not by his order – she married her flying Tiger (an ex-member of an elite Allied anti-Japanese squadron) at a wedding at the Chinese Embassy. In the management style of the time? If anyone knows why they tell me?

Esther had all this behind her when she came to the West Country. Esther, her new husband and friends had all immersed themselves in Chinese



The fruits of experience: Esther Samson shares the lessons of her adventurous past with pupils in a Devon primary school

'You cannot teach unhappy children. I want them to feel "I'm as good as anybody", just how I felt. I was always proud'

At 17, Esther ran away to join the Communists in north China

politics: "Being brought up in the coal mining Midlands, where there were very strong Socialist principles, I made the connection between that and my memories of China. For the first time I began to understand some of my memories of Shanghai. Like when people sold their babies – I created a cruel memory for my fifth birthday. Now I could look at China in a completely different way."

Unknown to her father, the couple planned to go to the north and join the Communists. But in Hong Kong, her husband got cold feet. They separated, and 17-year-old Esther stowed away in the company of some pigs, arriving in the north to tell the Communist guards (in Brummy sounding English): "I've come to join you."

Esther was regarded with deep suspicion. Half-English, half-Chinese, "false foreign devil" defied bureaucratic pigeon-holing. In the end she was categorized as "illiterate Chinese", picked up by an army unit outside Peking and ordered to study the language. Esther's ideals remained unshattered, seeing the likeness between her fellow illiterates and the people from the Black Country of Staffordshire.

On a diet of millet (hard on the palate and stomach of one brought up on chip butties) Esther, now Jo Ying, studied Chinese and awaited a decision about her future. Her youth was an advantage, because of the Communists' mistrust of the old guard. Successfully learning the language, she began to speak Mandarin with a Shanghai accent.

But because she still spoke English, she was eventually sent to Radio Peking to work as an announcer on the English speaking service. In 1950, the voice of the People's Republic of China started to speak to the world in tones familiar to a generation of British children.

A year earlier, shortly after the announcement of the Republic, Mao Tse Tung himself had noticed Esther. He was attracted by her good looks, and observed that she had the beauty of two countries. But her beauty and indomitable character led her into a new, tempestuous phase.

"I know it all sounds like Mills and Boon", she laughs. But the phase involved a long affair with her commanding officer, Wang Tao, which nearly ended in tragedy. Although fairly open, the affair was looked upon with disapproval. Esther's English background was already the subject of some mistrust, and her father (with whom she'd been in contact only by phone and letter) had been arrested as a counter revolutionary, tearing her between ideology and daughterly love.

Finally, the long-standing affair with Wang Tao, who Esther agrees was also something of a father figure, ended. Esther had already fallen in love again, this time with a young Czech radio technician. He, it was announced, was to be sent home. Esther spent a final night with Wang Tao pleading for her new lover to be allowed to stay. When Wang Tao refused, she decided to shoot him as he slept, then herself. Esther describes how and why the attempt failed in her book, *From Black Country to Red China*.

In 1954 Esther married again, this time to a British Daily Worker journalist (who she's since divorced). She also had a son. But as the years passed, she was becoming quickly and openly disillusioned with the revolution, and her outspokenness caused problems. Even Wang Tao contacted her and advised her to leave. In 1959, the couple announced their departure. Now they have two sons, whose indoctrination at school brought home early inklings of the style of the Cultural Revolution. "They were coming back from the nursery and calling us British Imperialists – the usual thing. We were kept waiting a year before being allowed to go."

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family for East Berlin. For a short time they watched the Berlin Wall go up and listened to more criticism from their sons, now being indoctrinated by East Germany's education system.

"I thought the Chinese equivalent of 'od this for a lark' and took the children to England", remembers Esther. Her husband remained in East Germany. Back in the UK, she again suffered culture shock, not knowing who she was or why she was there – "a most awful time".

She decided to take the children back to her foster parents in the Midlands, and in London considered, then rejected, offers of jobs involving her knowledge of China and Chinese. She realized she'd be used for anti-Chinese purposes, and couldn't face being disloyal. In a sense, the Republic had been her family, and she realized in retrospect how tolerant that family – cast in the fatherly image of Wang Tao – had been to her.

Instead of using her Chinese, she took a teacher training course, remembering how precious her own education had been in Cannock and London, if not Peking. Acclimatization to England in the 1960s, then undergoing its own small revolution, took years. Esther put her own experience of culture shock to good use, helping newly-arrived children in multi-ethnic schools in tough areas of London. She remarried in 1965.

In 1980 she published her book for the first time, then swiftly withdrew it, realizing that in newly-liberalized China, some of her old colleagues might object to their depiction in it. This Esther she went back to China to seek their approval, meet her half brothers and sisters (from her father's second marriage) and to trace her father. She discovered he had died of exposure in a labour camp in 1962, and was only cleared of his "crimes" in 1982.

She also visited primary schools, surprised at the freedom she was allowed, both there and elsewhere. While Chinese children are often well motivated by parents, and have great attention lavished on them by home and state, Esther saw their system as too structured. Chinese teachers themselves agreed that too much structure stifles innovation, and Esther sees this as an ill omen for an increasingly structured British curriculum.

Her own view on primary education values happiness and self esteem above the rush for skills: "You cannot teach unhappy children, or those with a low opinion of themselves. I want them to feel 'I'm as good as anybody', just how I felt. I was always proud."

From Black Country to Red China will be published by Hutchinson Education in October

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Speaking out

Articulacy is killing the art of conversation, Pat D'Arcy warns

Most teachers I know have welcomed the recognition on the part of the GCSE panels that speaking is an important mode of communication. For years the functions of talk have been totally overshadowed by the status of writing. Whatever teachers may have thought, pupils have until now regarded writing as "work" and talking as "a good skive" - a way of delaying that "now write about it" moment when real thinking is supposed to start.

Consequently, those of us who regard talk as a primary mode of learning welcomed its inclusion in the new syllabuses as a compulsory component of GCSE English. Talk after all is often more accessible to most pupils as a means of exploring and expressing what they think and feel. Recognition by the boards, so we thought, would help the value of talk to be acknowledged more widely. However, now that teaching for GCSE is under way, I am becoming acutely conscious that putting "oracy" in the foreground in this way is beginning to sound not so much a clarion call as a death knell for talk as a learning process. In fact I am beginning to fear that we may soon bitterly regret the day that spoken language came to the attention of the examining boards.

The major problem of course is the strait-jacket of assessment. Teachers are forced to ask: "What am I assessing when I listen to pupils taking part in a small group discussion? The ability to listen to each other and to pick up on other contributions? To be explicit in a precise and summative way? To tolerate confusion and uncertainty? To reach conclusions - or an ability to raise fresh questions?"

Is it what pupils say or how they express themselves? Are we looking for competency in standard spoken English or colloquial fluency? Complete sentences or unfinished utterances?

The issue of medium or message (which takes priority?) is crucial for both talking and writing. We are only just beginning to reverse the "medium first, message second" emphasis that has bedevilled the assessment of writing for years. At last, the recognition that rough drafts can helpfully reflect the gradual shaping of meaning is receiving "official" acknowledgement on the part



of the boards. Written work which reveals the thought processes through which the writer has moved can now be submitted along with the final product.

It would be ironic, therefore, if the assessment of and opportunities for talk in the classroom were to fall into those old "medium first" patterns. Take checklists for instance; checklists can take into account the number of contributions a speaker makes, whether he or she speaks in complete sentences, can give instructions and ask questions. But no checklist can predict how meaning will develop, especially if a small group is working collaboratively - how far are we going to allow the items which are easy to check to influence what we evaluate and thereby give value to?

Or take that invaluable feature of talk, the fact that meaning is constructed jointly between those taking part in a discussion. How can each person's contribution be individually assessed? It is easier to give credit than to give marks to the quiet member of the group who makes only occasional pertinent contributions. Conversely, to what extent should we mark down the dominant talker, intention on pursuing his own line of argument, who undoubtedly exposes his thoughts more fully for our mark scheme than more reticent "listeners"? Should he be penalized or rewarded for his verbosity? After all, politicians of all parties rely heavily for their success upon such determined single-mindedness and articulacy.

Surely what our pupils say has to be at least as important as how they say it - just as what they write, the meaning behind the words on the page, has to be at least as important as the surface features. If we (and the boards) accept the necessity for such a balance, we need also to remind ourselves that most of the time our 14 to 16-year-olds are learners. They are not professional speakers or writers and should not be judged as if they were. Frequently the use they make of either talk or writing needs to be tentative and exploratory as they try to make sense of new information, advance an opinion for the first time or puzzle over a problem.

I have heard the argument that "product talk" should receive prominence in GCSE English not because it was more important than "process talk" but because it was more assessable. But of course the demand for products actually squeezes out the talking/writing process that would enable better products to be formed. And reflective talk or writing which is not moving towards a finished product is disregarded in spite of the fact that each of these activities provides an invaluable mode of learning.

It has also been suggested that before pupils embarked on any discussion, they should be handed slips of paper to fill in so they could check off the activities that the assessor would be looking for while they performed. I have no objection to such a heightening of pupils' awareness of the factors involved in discussion but

again, the focus tends to be on the "how" rather than the "what". And if pupils talkers are asked to monitor their performance "in action", they will be forced into the same impossible situation that we have confronted pupil writers with - making them become editors, critics and evaluators of their exploratory thoughts and feelings, deflecting their attention from the meaning.

Whether in talking or writing, if the exploration of new ideas is the goal, then the stages of formulation that need to occur if the goal is to be reached must be clearly defined so that they can be taken into account, with the different demands that are likely to be made on either talkers or writers at each stage. No one can simultaneously edit or analyse their initial chivings round or wrap into a new text or a fresh topic. At this stage, talkers and writers need to feel free to focus entirely on meaning rather than form. Looking back, revising and reflecting should take place at a later stage.

I hope that we can learn from our growing experience of how NOT to assess writing (see, off, grade, next piece) how NOT to assess talk. We are in danger of falling into the trap of following that outdated model by assessing our discussion only, not allowing for a second (let alone a third) "draft" of the meanings which began to emerge first time round.

Pat D'Arcy is the English adviser for Wiltshire.

Breaking cover

by Pat Lacy

I was while reading through the contract that I was enlightened: we have been working on a false promise regarding cover. We have until now always considered ourselves at worst skivvies or childminders and at best martyrs to our pupils.

Take me now. Here I am, a non-scientist, in the biology laboratory, amid herbivores and carnivores listed in exercise books by a third-year class. I cannot recall when I last used these categories. If ever. It matters little: the pupils know what they are doing, thumbing through wildlife magazines and taking no notice of alarmingly large locusts leaping about in a glass case nearby.

I am used to covering classes whose work I know little or nothing about. I have even been known to stand on the touch-line of football and hockey pitches, not bad for one who does not know outside from silly mid-on.

It is all too easy, though, to be caught out by the surprise element which develops from being away from the familiar. My own tactics when such problems arise are as follows:

1 The easy solution (delegation)
Example: With dett strokes of the *Wylebard* Marker, the maths teacher from next-door explains a new topic. I am impressed. All the pupils appear to understand and settle down to work. I glance at their books and with relief notice there

are 50 questions relating to the topic. Maybe I can get some marking done after all.

Hardly am I seated than a wall goes up from one table: "We can't do number six." "Neither can we," chorus other groups.

I stand up to prove I am in full control of the situation, but taking a pupil's book see with panic that after question five complications set in. "Has anyone got beyond question six?" I ask brightly.

A direct descendant of Euclid claims to be on number 29. His explanation of question six satisfies the others. All is well until question 11. And so on.

2 The alternative (delegation)
Example: "We've done this before". The fourth-year girls, missing their third trampolining class in a fortnight, push the worksheets back at me.

Having shepherded this restless flock from the sports hall, coaxed the leaders into an empty mobile classroom so that the rest would follow, and swung the door shut to pen them in. I resist a jolly. "Then you'll know how to do it!" for fear of a mass break-out.

I hand them instead a giant crossword with sports quiz clues. They accept it with resignation. Within a minute they decide they cannot do it. Neither can I, except for 33 across: Who won the Wimbledon men's singles tennis championship title in 1986? They knew that one too obscure. Ah well, only another half-hour to go. Meanwhile, let's try a discussion.

3 The compromise (desperation)
Example: "We've finished the story". The RE class has been writing furiously for the first 10 minutes.

"Illustrate it!" I suggest carelessly, intent on my own work. One child on page 10 has written:

Almost immediately I am mobbed by pupils demanding help in drawing a ram caught up in a thicket. In the end, we decide on a lot of bush with two horns sticking out, the ram being on the other side. After all, it was not obvious to Abraham either, was it?

With each cover class I take, the sense of my own ignorance or incompetence is reinforced. It is both humbling and informative to observe pupils at work in a different context. And that is where the contract comes in.

I was puzzled (I choose a printable epithet with care) to read that we are still expected to cover the

first three days of a colleague's absence through illness before bringing in supply staff. After everything that has been said on the subject I could not make sense of it. Then light dawned with a blinding flash of realization.

Covering other teachers' classes is not for the pupils' benefit, but for ours. We, the teachers, become the learners by seeing what goes on in

other departments, by having a better understanding of a pupil's school experience and, not least, by broadening our own knowledge to encompass a variety of subjects.

Is this a subtle form of in-service training which hitherto has gone unrecognized? Will there be a qualification to be gained after a certain number of cover periods? We could end up with letters after our names for being, say, a Master of Universal Genius.

My thoughts are interrupted. The laboratory assistant comes in with handfuls of grass and crossing to the locusts plagues her arm deep into their case, much to the consternation of the watching pupils. There is a moment of suspense, then she withdraws her arm unscathed. With relief for most and disappointment for some, "locust" goes down under "herbivores".

As I was saying, we cannot reject such an opportunity for learning. How do we report to pupils who do not want to learn? No, we must once again set an example, showing eager enthusiasm to do cover so that our minds are as broad as our backs but not as thick as our arms. Cover is a privilege, not a chore. Let us go "over" more into the breach, dear friends, heads held high, as "all experience is an arch" and "never in the field of human conflict".

Oh, horrors. A boy at the front has his hand up to ask some scientific question.

"Yes?"

"Was the Dodo a bird?" I am very confident about my knowledge of the Dodo, and the lad beams at me. He probably thinks I remember it.

Pat Lacy is vice-principal of The Newnham Community College, Cambridge.



Class of '87

Robert Jeffcoate's pupils have little to show after eleven years of compulsory schooling

"Still", he added to allay my fears, "I doubt whether you'll see more than half of them in any one lesson".

This turned out to be an accurate prediction. There were 24 names on the class register; only very rarely did I have a group of more than 12 to teach. Of these, eight could be called regular attenders who never or hardly ever missed a lesson; six were more often present than absent; and five attended occasionally (one girl limited her appearances to Tuesdays) or alternated weeks of attendance with weeks of absence. Four members of the class I never met and one boy was expelled for persistently disruptive behaviour.

The behaviour of the class as a whole was, given their reputation, surprisingly good. I have certainly taught far worse-behaved classes over the past 25 years. None of the group displayed any hostility towards me and such disciplinary difficulties as there were arose, as with other classes in the school, from my trying to make them work. Most of them preferred to be left alone to do as they wished - playing cards, chatting, doodling on the desk, gazing out of the window.

Simon liked to sit in the stockroom listening to his personal stereo and drinking coffee. He was one of several members of the group over whom I had very little influence.

Tom was another. He was fat and boisterous and verbally aggressive. A natural bully. Early on in the term, he was much taken with the phrase "soft as excrement" (he was the only one in the class who knew the meaning of the word) in a poem by R S Thomas which we read. Weeks later he was still shouting it out at unforeseen moments.

In one lesson, the class and I sat meandered as he ostentatiously stripped to his underpants to prove that he had not concealed about his person another boy's Swiss army knife which had mysteriously disappeared. Later, at its equally mysterious reappearance, he confessed it had been lodged inside his underpants.

Even more awkward was Donna. She suffered from an unfortunate shape, a loud mouth and an abrasive personality. She was prone to prelate exits from the classroom. Eventually, she revealed that these were prompted by craving for a smoke and I was one of the teachers soft enough not to stand in her way. Once she upended a whole container of instant powder over her friend Jane (a pathetic immature child whom I feared for the big bad world) so that she resembled the Marley's ghost.

The only truly serious incident occurred in the penultimate week of term. A petty squabble between two boys suddenly erupted into a violent

Western-style brawl which sent tables and chairs flying. In struggling to separate them, I got on the receiving end of a right hook which drove my glasses into the bridge of my nose causing a slight cut. I was more shocked than hurt, never having been struck in my adult life, not even accidentally. The rest of the class immediately rallied round, none more so than Donna who berated the two culprits severely, before they were hauled off to account for their conduct to the powers that be, and fussed about making me a cup of tea.

This was, incidentally, one of three physical assaults on members of staff that term, the other two being intentional. Verbal assaults, and insults, were more numerous. In the same week that I got punched, a young female member of staff had a note stuck on back by a boy saying "Follow me for a f***". Mind you, verbal abuse was not wholly one-way. One member of staff was reprimanded by the head for calling a boy a "f***ing idiot", while another was alleged to have called a girl a "f***ing tart". Such occurrences would have been inconceivable in the days of my fourth-year leavers of 1966.

Because of the majority of the class's fitful pattern of attendance, the teacher I replaced suggested I forget any idea of a coherent programme of work for the term and concentrate instead on devising lively self-contained lessons. This was a tall order - 52 brilliant individual lessons, by my calculation, for a class who had very probably already been exposed to most of the staple brilliant lessons very possibly more than once, in the English teacher's repertoire.

I started off with discussions. In a circle or round a table like an academic seminar, on whatever the class wanted to talk about - Aids, unemployment, child abuse, anything. These were dismissed by the conscientious minority as not proper work since they did not involve reading or writing. They were not much good at discussions either - inconsequential, dominated by the vociferous and peppered with personal insults - though no worse than the average academic seminar; and they achieved the desired effect of creating some kind of working relationship between the class and me.

Thereafter, I ran through my repertoire of not-so-brilliant English lessons, everything from obvious and mundane exercises to check they could fill in forms and write letters of application for jobs (not that there were too many jobs for 16-year-olds to apply for in the vicinity) to my own versions of tales from Shakespeare. The latter were surprisingly popular. The class loved a good story and the fact that it was by Shakespeare seemed to add a certain cachet. The naivety and

spontaneity of their enthusiasm put me much in mind of African pupils I taught 20 years ago. Interestingly, both groups - while Lancastrians and black Asian East Africans - were unanimous that *Macbeth* was the bard's best.

When it came to reading and writing, the class's performance was, like their behaviour, nowhere near so dreadful as I had been led to believe, though it was certainly bad enough. My criteria for assessing a school-leaver's reading ability have always been that he or she should be able to read and understand an item on a matter of general interest in a quality newspaper and a short story by a reputable modern author. I stress "reputable" because so much of the fiction teenagers are given to read in school these days is unmitigated drivel - part of a general and pusillanimous flight from anything that could seriously be called "literature". I chose *I Spy* and *Case for the Defence* by Graham Greene and, for the newspaper item, an article on unemployment in Birkenhead from the *Sunday Telegraph*. Half of those who attended (that is, excluding the four I never met, the boy who was expelled and Jill who only came on Tuesdays - and declined to do any reading or writing) made a fair fist of coping with all three; the other half could not. I am afraid to say, be regarded as functionally illiterate for the demands of adult life in the 1980s.

The general level of written work was somewhat worse. It is well represented by the following letter of apology which Dean, whose right hook it was that injured my nose, was obliged to write by the headteacher as part of the punishment for his misdemeanour:

Dear Mr Jeffcoate
I would like to apologise about what happened with John and I and I am very sorry for what I done to your nose and I will never do what I done again I hope that you will accept my apology and I hope that John has apologised as well thank you
Dean

As serious as such mechanical weaknesses in spelling, punctuation and sentence construction, which affected all the pupils' work to a greater or lesser degree, was their inability or reluctance (it was hard to say which it was) to write anything longer than a single paragraph. The exception to this was Ronnie who wanted to be a journalist and wrote interminable variations on the same gory horror story.

The combination of weaknesses inevitably meant poor results in the CSE examination. This involved compiling a folder of different types of written work and submitting to two oral assessments - reading a prepared passage aloud and giving a talk on a subject of the pupil's own choice. Only the regular attenders were entered. Of the eight, four were unclassified (that is, failed outright), three were awarded a Grade 5 (the bottom pass) and one a Grade 4, neither of which is by common agreement worth having. This meant that none of my class of 16-year-olds left school with a certificate of proficiency in English that was going to impress the outside world. Yet, all the ones I met were reasonably articulate and half of them could fairly be described as functionally illiterate. It also meant that I had nothing to show for my own labours, for my 52 not-so-brilliant lessons. We all left empty-handed.

Review

The New Heroin Users. By Geoffrey Pearson
Blackwell £17.50. 0 631 15396 9. £6.95. 15621 6.

Whatever happened to the heroin crisis? Has the media run out of fresh angles on addiction, leaving us all bored with the subject and leading us on to Aids and child abuse as new topics for moral concern? Or did all those Government television commercials warning us that the drug "screws you up" have the intended effect and persuade the country's youth to "just say No", as another common message advised?

For sure, journalists are fed up with the subject. After the panic got underway back in 1984 we had long spells when any reporter who had nothing to write about would knock out a story on heroin. First it was how all the nation's teenagers were "chasing the dragon". Then young mothers were giving birth to addicted babies. And eventually the "junkie grannies" were discovered, squandering their pensions to finance their habits.

All this has been replaced by other fixations, but it certainly isn't because the Government's "public information" commercials caused heroin to go away. Considerable recent evidence suggests that the advertising had no beneficial effects at all and may indeed have made things worse by stimulating curiosity and adding to the drug's "glamour". They did give us the impression that something was being done, but they don't appear to have persuaded the kids.

The alarm over heroin may have done a lot for the careers of journalists and politicians, anxious to appear "socially concerned", but what diminished their contribution was that many of the assumptions from which they started were often little short of fantasies. Heroin use has never been as widespread as they claimed, is not nearly as addictive as nicotine and, in the opinion of some experienced doctors, can actually make you look younger.

Had we grasped these things, rather than some of the more wilful deceptions that are peddled around, we might have been some way down the road to understanding why heroin is a problem and how we might deal with it. Drug users and their friends know when they are being lied to and can easily compare their own experiences with what they see on television and are told by their parents.

Geoffrey Pearson, professor of social work at Middlesex Polytechnic, is one of several recent investigators who have gone back to the most appropriate starting point and examined the genuine experiences of real people caught up with heroin. His book, *The New Heroin Users*, is a welcome effort, if a little late to have much impact on those opinion-formers who should have absorbed such material two or three years ago.

Pearson's method is essentially an extended version of what market researchers call the "qualitative survey", where, instead of counting numbers, you get individuals and groups to discuss an issue. He has travelled widely, collecting a series of long anecdotal histories which,



Terribly alive

Brian Deer on a new study which explodes the popular misconceptions about heroin

when broken up and constructed into themes, have produced some reasonable generalisations upon which he comments.

In the face of this approach, the myths start tumbling. Yes indeed, heroin affects all social classes, debs do fix in Oxford colleges and Boy George was a junkie. But there is nothing new in this. What is different, and what justifies a belief that Britain does have a heroin crisis, is that the new users are heavily concentrated in those areas already blighted by unemployment, poor housing and poverty. Likewise, there are "evil pushers" who deliberately draw young people into addiction for the sake of a profit. But anyone who has mixed widely with heroin users, as Pearson clearly has, knows that drug dealings become inseparably woven together with friendship patterns and that much of the difficulty of giving up

drugs is that it means giving up the friends who use them.

For some people, heroin is quickly addictive. But not in the way that cigarettes are. I have many friends who have tried heroin and didn't like it much. Others use it about twice a year, with not the slightest difficulty. Users are all different and addiction usually creeps up after a period of problem-free use — first as a social habit, then as psychological dependence and finally as a physical addiction.

For those who have masterminded Britain's reaction to the heroin crisis, these are dangerous ideas. The connection between poverty and other social problems, such as drug addiction and ill-health, is strongly disputed in some quarters. The official line declares that heroin use is a crime

and therefore those who indulge are criminals who should be punished, rather than victims who ought to be helped. Take heroin once, you are told, and you're on the slippery slope to sickness or death.

"Dramatic pronouncements about death seem hardly relevant to what the experience of the new heroin users most typically amounts to," Pearson writes. "Rather, it is an experience of being terribly alive, caught up in a drab and stressful treadmill, waking up each day to the gnawing preoccupation with where the next £5 'bag' of heroin will come from."

If more people get to understand what life on heroin is like, Pearson will have done us all a favour. But it's a pity that his interviews are confined to the pages of a book, rather than to the mass audience of television. Not only because more people would quickly benefit, but because there are inherent difficulties in using question-and-answer techniques in printed interviews.

Take this account of a discussion on how a parent can spot a drug problem with a mother and her daughter in Yorkshire:

Cheryl: "We used to be reet obvious. Like I'd get up in a morning turkying and I'd be reet quiet wouldn't I? Reet bad tempered like..."

Mother: "And if I said owt, she'd scream and shout."

Cheryl: "I'd go out... then come running in, like, skipping and this (gestures)... and she'd know. She'd say, 'That's a lot happier this morning'."

Interesting though these words are, when I read them I want to see and hear Cheryl and her mother, look around their house and the neighbourhood where they live. It's not Pearson's fault, of course, that he lacks the resources of a television producer, but he only rescues the important things he has to say in the book through his own commentary which introduces the unseen, unheard talking heads.

Pearson has learnt a few lessons from other media, however, and dramatically reminds us that there are some working-class neighbourhoods where, unaffected by government information campaigns, the heroin crisis "is so bad that the headline writers of Fleet Street simply would not have the literary command to describe how bad it is". I think he underestimates the same journalists' ability. A couple of years back I had the good fortune to work my way around the same Liverpool council estate as a BBC correspondent who subsequently reported that half the teenagers on Merseyside were taking heroin. It was a ridiculous invention, but was so potent a story that it became very widely believed.

For his investigations, Pearson has not sought out unprovable statistics about the horror of heroin and he doubts whether that is what is needed most. "It is better approached as something which seeps into people's lives, friendship and families," he believes. "And rather than talking over the heads of the people who this problem affects, as we often do in policy debates, it seems better to allow the new heroin users to speak for themselves."

patient and indeed women generally. But male psychiatrists never ceased looking at their female patients through the tinted glass of sexuality. Yet this is definitely not a tirade endlessly grinding the same axe. It is a scholarly and intriguing piece of work, rich in a wide range of cultural references. Showalter is affectionate towards John Conolly, an early Victorian who was instrumental in the humane reform of the dark, static asylums, building new ones in the midst of green and pleasant landscapes. She is sharper with Henry Maudsley, a Darwinian psychiatrist who believed that "intellectual training of adolescent girls could produce permanent injury to their reproductive systems and their brains". She tells the story of Edith Lancaster, the graduate daughter of a prosperous London architect, who met a handsome young Irish clerk through her political activities and went to live with him. Her father's response was to have her committed to an asylum. The psychiatrist gave the reason for admission as "over education". Women who denied their "natural" position as wives and mothers in order to assert their independence could be deemed hysterical.

Luckily for Edith she was released 10 days later, though one wonders how many more like her weren't. Edith, however, displayed outrageous social defiance rather than any more disturbing symptoms. Showalter is rightly careful not to romanticise madness as a form of female rebellion against enforced domesticity. She cites the example of Mary Barnes, R.D. Laing's patient and the cousin of the schizophrenic Mary

wanted desperately to be a boy like her brother, who had fewer restraints on his activities. Whereas Florence Nightingale escaped from her domestic depression to the Crimea, Mary Barnes escaped into schizophrenia. Showalter suggests that though Laing did much for women by seeing the causes of schizophrenia as primarily social, he still, like many other men, was prone to romanticize the mad woman, metamorphosing Mary's illness into a journey. In reality it was quite another thing to spend three years changing diapers, giving bottles, and generally wiping up after a noisy, jealous, smelly, middle-aged woman.

According to Showalter, it is this sense that powerlessness could lead to pathology which meant that women understood shell shock better than men. Much of what she says about repressed male emotions during the epidemic of male mental illness during the First World War rings true. Even so I can't help feeling a little uncomfortable with this direct comparison between the confines of domesticity and the relentless exposure to the fear of death. Our society is still uncomfortable with and incomprehending of mental illness; consequently a theory which imposes some sense of order upon madness is arbitrary injustice is tempting. And yet the harrowing photograph of female patients in the book seems to be asking "why that woman and not another?"

Helen Byatt

BOOKS

Boys will be boys and girls will be girls?

Gender Under Scrutiny: New Inquiries in Education. Edited by Gaby Wetner and Madeleine Arnott.
Hutchinson in association with The Open University £8.95. 0 09 172871 1

Not least among the achievements of the post-Sixties Women's Movement was the replacement of sex with gender as a term of real analytical utility. Forms of behaviour typical of men and women in Western society, observed the feminists, were not so much the consequence of innate (ie biological) differences as the cultural meanings that accrued to these. Boys were taught how to become men; conversely, girls learned conduct thought fit for their sex.

This division into "expressive" (female) and "instrumental" (male) roles had long been a cornerstone of the structural-functionalist school of sociology, a highly conservative branch of the discipline that had dominated American and British sociology up to the mid-Sixties. Indeed, the note of tacit approval given to this arrangement in the writings of Talcott Parsons, the pre-eminent functionalist of the post-war years, is unmistakable. To Parsons, the obvious efficiency of this compact seemed all the proof that was needed of its

universal desirability.

If structural-functionalism is — at least in this country — well interred with Parsons' bones, it is due in no small part to those critics (mostly women) who pointed to the manifold handicaps suffered by females as a result of their enforced confinement to the "expressive" sphere. It mattered little that most women were themselves oblivious of their relative disadvantage; this lack of awareness was the product of a semi-automatic compliance with customary gender expectations that had been secured through the workings of social institutions — the law, media, family, education system, for example — that existed to maintain the overall supremacy of the male.

This, and other, theories of gender difference are examined in an absorbing first of five sections in *Gender Under Scrutiny*, a selection of readings that focuses on the relationship between schooling and the formation of gender identity. The remaining four sections — exploration of the past through autobiography and life history; analysis of the implicit messages contained in texts; the observation of gender dynamics in schools; and research into teachers' expectations — all contain much that is worthwhile.

Of particular interest, however, are those chapters that deal with what

Olivia Foster-Carter calls the "triple oppression" of racial, gender and class biases, the racial element of which was nurtured in children's stories of the colonial era. This was a literature that portrayed blacks as touchingly loyal simpletons at best, at worst marauding savages. If, as Foster-Carter shows, the language of colonialism has been toned down, sentiments characteristic of the age yet find a muted echo in many of today's stories.

This "colonialist diet on which our peers were being fed" accounts in part, according to Bryan Dadds and Saeed, for the wretched time they and other children of Afro-Caribbean descent were given at school by pupils and teachers alike. "There was a time," recalls one, "when this teacher pulled me up in front of the class and said I was dirty and that she was going to make sure that my neck was cleaned — and she proceeded to do it, with Vim. My father is usually a quiet man, but he went up there with a machete."

Heavily surprising, given the insult, a book might have been more in order. Yet this seems not to have been an isolated incident. Cecile Wright, for example, tells of one teacher protesting that his remark to a black student to "go back to the chocolate factory, and be remade" was "only said in good fun, nothing malicious" — a semi-

apology made only after the teacher had been threatened with the Commission for Racial Equality.

If these and similar comments are at all typical of the everyday experiences of blacks in the education system, their disenchantment with schooling is little to be wondered at. But this is surely not the whole story. There is plenty of evidence (especially from the 1985 Swann Committee, barely mentioned in this volume) to show that children of Asian descent — a section of the population notoriously the victims of vicious racist attacks — tend easily to outstrip their Afro-Caribbean peers in terms of examination success. Why this should be so cannot simply be attributed to pupil-teacher hostility, and it is disappointing not to find any further attempts at explanation in this volume.

In a book that is, overall, more concerned with gender than racial differences, to focus critical attention on the one might seem to imply a certain dismissiveness towards the other. This is not so. Without wishing to belittle the importance of the relationship between gender and education, the racial issue — with gender held constant, so to speak — merits more urgent notice.

For all that, the gender side of the issue is covered well, not least in a

quite touching item by Trenchard and Warren on the problems gay pupils face at school. The sheer misery caused by others' jokes (including some plainly drollish teachers: "The Head of Sixth Form, who warned that I might get expelled, enquired if I had been dropped on my head as a baby." Male, 18) makes for some depressing reading. By the side of these sad accounts, the chapters that concentrate on the (by now familiar) differences in teachers' attitudes towards boys and girls seem almost trivial.

Still, the sooner these attitudes change, the better. Not that the task will be easy. The book's final section acknowledges this, but ends nevertheless on a note of guarded optimism — one, if anything, that seems peculiarly at odds with the rest of a book that stresses the very fixedness of sexism in our schools. The obvious, and regrettable conclusion to be drawn from these earlier sections is that, by and large, schools simply reflect — often in the most brutal ways — existing social prejudices. This said, the seeming permanence of these problems should not be used as an excuse for failing to search for ways of minimizing their effects. In this sense, *Gender Under Scrutiny* makes a useful contribution to an important debate.

Laurence Alster



"Girls on the Jetty" (1899). One of the illustrations to Munch by Thomas M. Messer (Thames and Hudson Library of Great Painters £12.95). Dufy by Alfred Warner is also now available in this useful series.

Satiric device

Hogarth's Blacks. Images of Blacks in Eighteenth-Century English Art.
By David Dabydeen.
Manchester University Press £25.00.

In *Hogarth's Blacks* David Dabydeen explores the central importance of black figures in Hogarth's satire on the social, cultural and economic sordidness of upper class life. It is an attempt to balance what he terms as the "colour blindness" of art historians who until now have ignored this interesting perspective on Hogarth's works, despite the fact that of all 18th century English artists he was the most prolific painter and engraver of blacks.

Dabydeen argues that Hogarth used contemporary myths and prejudices regarding blacks to comment on the sordidness of upper class life, juxtaposing the "savage" and the "civilized" but reversing conventional expectations, portraying the "savage" as the "superior alien" to the decadent aristocracy.

Rachael Neaman

Yet Hogarth's sympathetic portrayal of blacks was not only a satiric device but also reveals his personal compassion for their plight in an alien and hostile environment, and significantly he used the metaphor of slavery for his own position as an artist "oppressed" by the "tyranny of the Rich". But to use such existing myths even for satirical ends is in some way to validate them, and 18th century attitudes were such that Hogarth's satire was not always recognized for what it was. Dabydeen claims in conclusion that Hogarth was one of the most misunderstood artists of his time who, despite his opposite intention, unwittingly helped to reinforce the racism of the privileged society he so despised. *Hogarth's Blacks* is an eminently readable and original study, although Dabydeen occasionally allows his passionate, if slightly stereotyped, anti-racist feelings to detract from the validity of the point he is making.

Conflicting aims

Living with the Sphinx: Papers from the Women's Therapy Centre. Edited by Sheila Ernst and Marie Maguire.
The Women's Press £5.95. 0 7043 4025 4

Sexuality: A Reader. Edited by Feminist Review.
Virago £6.95. 0 86068 802 X.

Both these books demonstrate, I hope unintentionally, the distance between brain and hand. Each bubbles with ideas; to read them should be a challenging, provoking experience. It is certainly the latter, but for all the wrong reasons. As I burrowed through them — feeling, I suspect, much like a termite faced with an unusually stubborn block of wood — I was continually irritated by a tendency on the part of most of the writers to serve up the fruits of their thought processes in the most impenetrable form.

There are shining exceptions. *Sexuality*, a collection of essays from the journal *Feminist Review*, starts well with a typically forthright and witty article on sexual politics by Beatrice Campbell. *Living with the Sphinx* contains a succinct summary of the aims and practice of feminist psychotherapy by the founders of the Women's Therapy Centre, Susie Orbach and Louise Eichenbaum — both authors have written extensively on

related issues in the past, together and separately, and it shows.

But the central problem with both books is that they lack a sense of connection with an audience. In the case of *Living with the Sphinx*, the project gives the impression of being bedevilled by conflicting aims right from the start. The book consists of papers written by past and present members of the pioneering Women's Therapy Centre in Manor Gardens, North London. According to the book cover and accompanying publicity material, it addresses issues such as women's fear of envy, and the difficulty of emerging from the mother-daughter relationship. The effect is to suggest that the book might be useful for women who want to explore these questions for the first time — women who are thinking of undergoing a course of feminist psychotherapy, in fact.

A few pages into the deadly dull introduction, however, novice readers might be surprised to discover that there is no agreement among the contributors as to what constitutes feminist psychotherapy. Even more confusingly, the author of one chapter "actively disassociates herself... from any notions of feminist therapy".

Where does this leave the reader who, looking for a tool with which to

bring about change in her own life, has picked up this book in the hope of gaining an insight into the nature of feminist therapy? I am not arguing, of course, that there is no place for a debate on its aims, practice and drawbacks; I am simply sad that this book, while looking like a guide to the novice reader, bears all the hallmarks of an internal and continuing discussion among workers at the centre; hence the denseness of its vocabulary, and the level of knowledge assumed on the part of the reader. What I can't understand is why none of the people concerned in the project spotted the fact that they were trying to reconcile aims — an exposition of the issues raised in feminist therapy, and a theoretical debate among practitioners — which are essentially incompatible in one book.

The contributors to *Sexuality*, on the other hand, are for the most part heading in the same direction. Unfortunately, an awareness of this commonality seems to have freed them from any sense of a need to write in a manner which is at once intellectually rigorous and accessible. That is a pity; the nature of female desire, the meaning of the Yorkshire Ripper case, and possible responses to pornography are all vital subjects for feminist analysis.

Joan Smith

Out of their minds

The Female Malady. By Elaine Showalter.
Virago £5.95. 0 86068 809 0

In the late 18th century, wrote Michel Foucault in *Histoire de la Folie*, doctors thought that if bleedings and purges did not cure mania then cauters, superficial abscesses and inoculations of scabies would. In her book Elaine Showalter describes several disturbing 19th and 20th-century cures for mental maladies including a thankfully discontinued method of dealing with what was known as the "erotic and nervous symptoms of the menopause". With some glees a doctor prescribes a course of injections of ice-water into the rectum, the introduction of ice into the vagina, and feeding of the libido and cervix. Both cures imply a sadly misinformed barbarity towards the patient; one which is chronicled in various forms throughout this study. Showalter's example also amplifies something else: the female reproductive cycle is seen by men as synonymous with mental disorder. Madness is the female malady.

The *Female Malady* does illustrate — starting with Victorian Socialism and moving through Freud to the Anti-Psychiatry of the 1960s — an increasing liberalism towards the mental

patient and indeed women generally. But male psychiatrists never ceased looking at their female patients through the tinted glass of sexuality. Yet this is definitely not a tirade endlessly grinding the same axe. It is a scholarly and intriguing piece of work, rich in a wide range of cultural references. Showalter is affectionate towards John Conolly, an early Victorian who was instrumental in the humane reform of the dark, static asylums, building new ones in the midst of green and pleasant landscapes. She is sharper with Henry Maudsley, a Darwinian psychiatrist who believed that "intellectual training of adolescent girls could produce permanent injury to their reproductive systems and their brains". She tells the story of Edith Lancaster, the graduate daughter of a prosperous London architect, who met a handsome young Irish clerk through her political activities and went to live with him. Her father's response was to have her committed to an asylum. The psychiatrist gave the reason for admission as "over education". Women who denied their "natural" position as wives and mothers in order to assert their independence could be deemed hysterical.

Luckily for Edith she was released 10 days later, though one wonders how many more like her weren't. Edith, however, displayed outrageous social defiance rather than any more disturbing symptoms. Showalter is rightly careful not to romanticise madness as a form of female rebellion against enforced domesticity. She cites the example of Mary Barnes, R.D. Laing's patient and the cousin of the schizophrenic Mary



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BOOKS

Clothes, but no emperor

The Cycles of American History. By Arthur M Schlesinger Jr. André Deutsch £14.95. 0 233 98052 0.

In 1974 Arthur Schlesinger coined the phrase "Imperial Presidency". The book of that title - published at the dark end of the Nixon years - was intended as a warning. As Schlesinger saw it, the balance of power between the White House and congressional accountability had been fatally lost, in favour of the Oval Office.

Like all successful coynages, Schlesinger must have learned to regret it. The term has a rather shifting media currency. Recent history has lent it an ironic undertone. Richard Nixon's derelictions dragged the Imperial robes through the mud; but worse was to follow. The presidencies of Gerald Ford and Jimmy Carter were wrapped in clothes of almost mythic invisibility. By 1987, there were clothes, but no emperor.

The Cycles of American History might reasonably have been called "After the Imperial Presidency", its eleventh chapter. It represents an updating of Schlesinger's 1974 book and also an attempt to show what direction the presidency may take. Its meat lies in a high-protein exploration of what is still, regrettably, the most important political post any individual can hold in the modern world. Not even the late-imperial politics of the Soviet Union throws up anyone more personally influential.

With a nice dramatic sense, Schlesinger follows this chapter with one on "The Future of the Vice Presidency", a post so vaguely defined in the Constitution as to be almost meaningless, except... Except that, as in Dallas in 1963 or as a result of Watergate a decade later, should the President die or leave office mid-term, the Vice-President takes over. American history is marked by four presidential assassinations (Lincoln, Garfield and McKinley as well as JFK) out of 41 presidencies, plus countless unsuccessful attempts in a nuclear age, the need for immediate transfer is paramount. There are no by-election provisions in the Constitution.

The Nixon legacy was a President

(Ford) and a Vice-President (Nelson Rockefeller) neither of whom had been elected to their post. What, Schlesinger asks with unconcealed alarm, would have happened had Nixon died or been impeached before Vice-President Spiro Agnew's crimes were discovered? What kind of deputy would Agnew have picked? Lacking an aristocracy or a royal family, America still finds itself with a ruler who can name his successors.

The Vice-Presidency has more than a hint of dead men's shoes and its history is inauspicious. Some, like Lyndon Johnson, rose remarkably to the occasion. Others, like the gifted Henry Wallace, were destroyed by it. Most, like the Rockefellers and Mondales and Bushes, simply reflect its limitations.

Not the least or least appealing of the cycles of American history is the American people's right to put their leader on his bike after four years. Re-election is possible, but since the days of Franklin Roosevelt third terms are out. How much better this seems than the on and on and on of British governments and the government's right to look into the public's entrails and pick an election date propitious to it.

Schlesinger laments the decline of the political parties in the face of media projection of candidates and their running-mates. (The Vice-President's other role is, of course, over when the votes have been cast: giving "the ticket" a cosmetic balance, whether it be north/south (JFK/LB), male/female (ie Geraldine Ferraro), and eventually, surely black/white.) The 1987 British general election was constantly described as "presidential". Neil Kinnock won the campaign but the Labour Party and thus the party system lost the election.

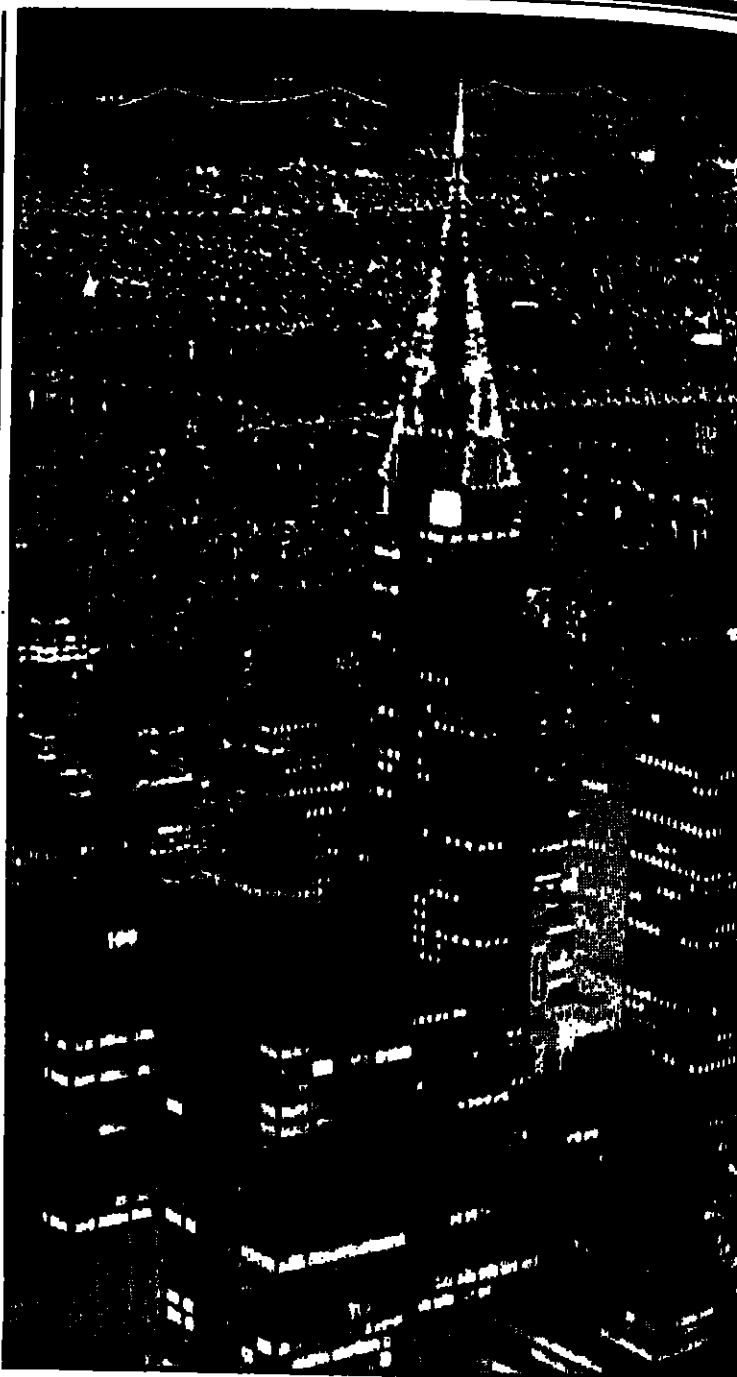
There was an underlying sense that nothing said or done could influence the result. Schlesinger, these days a kind of liberal-conservative (where before he was a conservative-liberal) suggests that the "cycles" of history are surreptitious, unconscious and in most respects beyond rationale or reasoned control. He traces a roughly 30-year trajectory from public-interest dec-

ades (Franklin Roosevelt's, John Kennedy's) to those like the Reagan years governed by private interest, and from a conception of America as a risky experiment founded in error and sin and cast upon providence to that of America as a shining city on a hill, the seat of human redemption.

Given such choices, American history and the rhetoric that goes with it can look as fixedly inevitable as the laws of economics. There's little satisfaction in the conviction that conditions are not susceptible to reason or will. For liberal intellectuals all that would seem to remain is wan hope and an effort to see through the ways history writes itself. In one revealing chapter, Schlesinger shows the post-humous vicissitudes of three presidential reputations. Recent historians have tried to make Herbert Hoover, not FDR, the architect of the New Deal. General Eisenhower has made a spectacular comeback as president as he did as a soldier. Last, there is John Kennedy, in whose administration Schlesinger served. Kennedy is currently seen as a natural conservative, marked high on style but failed on content, arrogant, aristocratic and a natural conspirator, addicted to dangerous confrontation. Schlesinger not surprisingly demurs and tries to polish up the old Camelot armour. It remains true by his own premise that history's liberals will fare poorly in a conservative age, while the most hide-bound reactionary will suddenly seem enlightened.

There is a final proof. A few years ago, and on the Michael Parkinson show of all places, Bob Hope caused some unintended laughter by claiming that Richard Nixon would be remembered in history as a very great President. It seemed incredible at the time. But, pardoned by one Republican successor and tolerated by the next, he moves through the 1980s like some honoured elder statesman, dispensing wisdom about politics and power, without the shadow of a stain on the respectability of those imperial robes. They've even found a make-up to defeat the five o'clock shadow.

Brian Morton



FDR with ketchup

Manhattan '45. By Jan Morris. Faber and Faber £12.50. 0 571 13684 2

Woody Allen's film *Manhattan* opens with a display of fireworks bursting over the New York skyline to the strains of George Gershwin's "Rhapsody in Blue". This is how devoted New Yorkers feel about our city. It's an insider's view.

Jan Morris takes a European angle, gazing at New York with awe, envy, and just a little disdain - but most of all with delight. To her, it looks like this: "The office towers of mid-Manhattan habitually left all their lights on when the day's business was over - cliffs, ridges, humps, mountains of light, which masked the night sky altogether when the weather was clear, and whose glowing reflections hung like a canopy on the air when the clouds were low. In 1945, that year of ruin, it was perhaps the most astonishing spectacle in the world. It was a fantastic declaration of wealth and waste."

In her latest book Jan Morris is time travelling too. She takes us careering up town on the long-defunct Third Avenue elevated railway, peering into second floor windows, as we tear past the tenements, above the clanging fire engines, whining police sirens, streaming manhole covers; back to 1945. She has picked that moment of post-war euphoria, as the victorious troops returned home, when New York was at its pinnacle, of power, exuberance, hope, innovation. The city had paused, poised between its rise to the top and its decline. For the last time, people believed all New York's problems could be solved. The book is also a trip into the archives and a journey of imagination, for the author did not visit New York until 1953.

Jan Morris says the choice of the title *Manhattan '45* "because it sounded partly like a kind of gun and partly like 'Champagne'". To fit it with a time of victory and celebration. The book is actually more like the latter, a decent vintage, effervescent and exhilarating. She does not exactly gloss over the huge, rabid discrimination and anti-Semitism of the time, but she does not dwell on it.

stunningly snobby socialites and the poor, but builds them into the glamour and excitement of her picture. The slums, she says, were still so interesting in the world, and still seen, in 1945, as the first step on the immigrant's stairway to the American dream.

"And anyway citizenship of this city is itself made for a bond beyond good and evil. The pressures of the place, its competition, its pace, its hazards, even the fun of it, demanded special qualities of its people, and gave them a particular affinity, one with another. They were all an 'us'." So Jan Morris understands us New Yorkers, and can explain why we feel that simply coming from Manhattan gives us an edge on the rest of the world. She has noticed the way we take personal credit for the city. "Waste? Why, said a down-and-out to a British visitor, 'the garbage thrown away in this city every day - would feed the whole of Europe for a week.' He said it with true satisfaction, the satisfaction of accomplishment."

Jan Morris has also explained a few things I have always wondered about, like how Radio City Music Hall, that quintessential cinema, got its name. And throughout she provides, in footnotes, delightful updates. Take, for instance, Reuben's restaurant, which serves double-decker sandwiches named after celebrities. In 1945, it was "one Clark Gable coming up, one FDR with ketchup; now you can get Robert Redford or Maynard G. Kisch." If she sometimes sounds ingenious, it is a joy to watch the women of Manhattan in their nice hats enjoying hodge-podge sundries or apple pie à la mode. The fancier chain restaurants, well, she captures the mood of the time. I'll be glad to follow her on the observation deck of the Empire State Building, look out across the world and sing, in the words of the song from the Broadway hit *On the Town*, which Jan Morris quotes elegantly at times, "I could laugh out loud, I'm so lucky to be me."

Diane Holman

Life support

All Right for Some. By Jane L. Thompson. Hutchinson £3.95. 0 09 164721 5.

Lifelines 1 and 2. By John Foster. Collins Educational £1.95 each. 0 00 327435 7/0 0 327436 5.

Further Skills You Need. By H M Robinson. Nelson £4.25. 0 17 4333935.

Routes To Work. By Laurence Moss and Jenny Wilkins. Collins Educational/COIC £1.95. 0 00 32104 0.

Jonquil Survival Pack and You're In Charge Series: The Maths Work Mate. By Ken Pollock and Ros Russell. 0 94685 18 5. Correspondence Rules OK! By Stuart Sillars. 16 9. Goal! By Ian Grove-Stephenson and Susan Quinn. 23 1. Enterprise In Action. By Alan and Eileen Sutherland. 24 X. Jonquil Publishing. All titles £11.95 each.

Situations for Careers and Life Skills.

By Peter D G Smith. Hutchinson £9.95. 0 09 163271 4.

Assignments 16-19. By Barbara Wilson. Longman £3.95. 0 582 35505 2.

People Communication and Organization. By Desmond W Evans. Pinter £7.95. 0 273 02588 0.

The Politics of the Welfare State. By Alastair Young. Longman £3.50. 0 582 33197 8.

Although they often concentrate on basic skills, life-skills programmes do attempt to deal with attitudes and social relationships. Jane Thompson's *All Right for Some* uses cartoons, pictures and people's actual words, to help young people look at their own prejudices and attitudes without harping upon the subject. As well as discussing stereotyped images of women, the book takes a hard look at equal pay and equal rights and a brief survey of the women's movement. This is a particularly helpful reference source of useful addresses covering a wide range of women's organizations and centres.

Lifelines, Books 1 and 2 are the first in a developmental course for personal and social education to be used on a year-by-year basis for 11 to 16-year-olds. A definite plus is the low cost of the books, which are pleasantly produced and packed with activities. The course contains units which, for example, introduce pupils to simple life skills, health education and the problems of making new relationships. Pupils are also helped to assess what they have achieved at the end of the first and second years.

Further Skills You Need will be familiar to those teachers and lecturers who have used the two companion volumes, *Basic Skills You Need* and *Practical Basic Skills*. This latest title is ideal for use with the school-leaver or older student. The attractive format, packed with photographs, covers many topics which would loosely come under the "life-skills" heading. Most of the topics could be used as the basis for a personal and written work as part of a vocational course. The world of work, politics, home, leisure and business are some of the issues explored in the very usable book.

One of the problems with teaching about employment is reaching a balance between dependency and an optimism that can be exposed to ridicule. *Routes To Work* is aimed at young people to help them gain a clearer understanding of their own interests and abilities, the kinds of jobs available and how to obtain them. The booklet's four sections neatly divide into the role of formal qualifications and the importance of personal qualities and attributes; looking at the broad areas of employment; the decisions made at the school-leaving age; and finally, ways of improving qualifications and job-finding skills.

Jonquil Publishing are building up a versatile list in their *Survival Pack* and *You're In Charge* series. The latest titles from the two lists, which are all 28-page photocopy masters (copyright free for educational use), help students to improve their basic maths skills in do-it-yourself situations, introduce simple business communication, provide goal-setting and decision-making targets, and offer advice and skills for young people setting up their own business.

Situations for Careers and Life Skills is a comprehensive resource for most pre-vocational courses, particularly the CPVE. The simulations have all been tried and tested and offer clear aims, dealing with money, knowing your rights. This illustration accompanies the section on equality and discrimination in *Moving On*, demonstrating that sex is sometimes a genuine occupational qualification - modelling wedding dresses for instance. £2.95 each.

Money Maze and Moving On, two booklets in CRAC's Which? Lifelines series for 14 to 18-year-olds, cover aspects of life after school - setting up home, dealing with money, knowing your rights. This illustration accompanies the section on equality and discrimination in *Moving On*, demonstrating that sex is sometimes a genuine occupational qualification - modelling wedding dresses for instance. £2.95 each.

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BOOKS

CHILDREN'S LITERATURE

Words by Heart. By Ouida Sebestyen. Hamish Hamilton £6.95. 0 241 12083 7. Yesterday's Daughter. By Patricia Calvert. Hamish Hamilton £6.95. 0 241 12082 9.

Lena, shy, bright, formidably well read, not least in the Book, would probably appear, to some, a bit above herself in any community. But her family are black farm folk who have just moved into an all-white Deep South farming community.

Innocently she competes with white boy Winslow in a Bible-quoting contest at the local church and wins. She runs him into the ground, in fact. Innocently she at first sees no connection between this and the threats and intimidation to her family which follow. Of course, she is right. Her triumph is not the real reason. Her beloved father is competing as hired hand for work with the local poor whites - a gallery of characters drawn with the same care and compassion as the black family. Their employer, the awesome Mrs Chism, is a character such as you might find in Mark Twain. Indeed there is an air about the story suggestive of the South's past and of the author's own family traditions, though the antagonisms are very up-to-date.

Lena's a real heroine. She has to be heroic. The threats turn to violence. Her father dies saving the man who

killed him. Dying he makes Lena swear silence. He is a Christian of the fundamentalist not the fundamentalist kind. Bitterly, she agrees, because her father is a politician as well as a saint. He wants their family to have not justice/revenge, but a future as of right in the community. There is a sense that Lena may, though not easily, find just that. A story of deep and convincing feeling.

On the face of it, Patricia Calvert's *Yesterday's Daughter* is likewise about matters of deep, human import.

Leenie, aged 16, lives with granddad, near Sawmill Swamp (lovingly described by the author). Grandma is dead. Mary Alice, who gave birth to Leenie as a teenage mother, left her to grandparents' care. Granddad forgave her but Grandma did not, and neither did Leenie.

Now Mary Alice is mysteriously coming back on a "visit". In the course of a day or two Leenie (grudgingly) meets her mother, runs away into the swamp, gets her first "real" kiss from a roving photographer, gets to meet her father, forgives her mother. And Granddad goes to the square dance with Hazel the plump and philosophical housekeeper.

For me the girl's rejection of her mother (believable enough as a fact of life) did not convince in this fiction, perhaps because the story in itself is too short and slight for conviction. Thus her rapid conversion to acceptance does not carry weight.

She changes because the author has decreed and signalled that she shall change, not because one believes that Leenie the human being would.

Robert Leeson

Meeting of minds

With a proper complement of feminists, structuralists, educational psychologists and bibliographers, the Third Research Seminar on Children's Literature has just spent a warm weekend at Bulmershe College of Higher Education at Reading. To anyone who thinks that "research" and "children's literature" make a contradiction in terms it must readily be confessed that no clear consensus emerged about either. Speculative waffle about the cosiness of children's books in the Thirties subsided alongside demands for number-crunching as the one sure means to Truth; the "texts" that came in for consideration ranged from Mary Wollstonecraft's *Original Stories* and James Herbert's *The Fog for Travellers* tales that are so closely a part of their originating community that they have not only never been printed but have never been handed over to treacherous gorgio collectors either.

Perhaps therefore the occasion might have been more aptly, and less pretentiously, called "Children's books: some things that are going on". For the programme was designed as much as anything to enable people who are pursuing an interest to swap ideas with like-minded enthusiasts -

not so much forwarding research as drawing comfort from the fact that the difficulties they meet are not unique to themselves. Because it must also be admitted that the sources and resources for anyone who does want to study children's literature in depth are so inadequate that serendipitous encounters at conferences may be more helpful than a week spent reading the *Oxford Companion to Children's Literature*.

The potential and the frustrations were nowhere better exemplified than in the opening paper of the seminar given by Margaret Kinnell of Loughborough University. Drawing upon her experience as founding editor of the *International Review of Children's Literature and Librarianship* (Taylor Graham Publishing, 150 Regent Street, London) she produced a classic analysis of the value and the difficulties of comparative studies in children's literature. This is an aspect of the subject which is now recognized as being of importance to historians and contemporary practitioners alike; it is also a "growth area" that has opened up while longer-established fields of study are still a long way from maturity.

Brian Alderson



Attendees at the Bulmershe Seminar were given the opportunity to take away a modest aid towards comparative research: the first "Occasional List" issued by the Centre for the Study of Children's Literature. This compiled by the Collection's curator, Tess Rose Chester, and describes the holdings of editions of that famous 19th century picture book *Struwwelpeter*. Seventy-seven entries show the evolution and range of influence of the source text - all the way to *Struwwelpeter*. There is also revealed startling evidence about the date of the first English edition, which now appears to be 1846, two years earlier than is normally believed. (A copy of the very rare 1848 import is currently to be seen at the Oplis Appeal Exhibition at the Bodleian Library, Oxford.) Is the date correct? And, if so, why was it not known before? Research, of course, will tell - some day. Copies of the Occasional List are available free, while stocks last, from the Bethnal Green Museum of Childhood, Cambridge Heath Road, London E2 9PA.

Richard Evans

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Do you see?

What I Mean: An Introduction to Visual Communication. By John Morris. Arnold £6.95. 0 7131 5466 2

What I Mean: An Introduction to Visual Communication. By John Morris. Arnold £6.95. 0 7131 5466 2

What I Mean: An Introduction to Visual Communication. By John Morris. Arnold £6.95. 0 7131 5466 2

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ARTS

Radio

Among
unquiet
hearts

"They're people who are really relating outwards to other people - they're really nice. He's a social worker and he's doing this amazing thesis on nursery rhymes. I guess it's going to be the definitive feminist work on the subject." So prattles Rebecca, the central character in *Rhyme or Reason*, a very funny parody of the humourless excesses of a certain kind of feminism. It is also one of the productions in a short season of Afternoon Plays titled "The Unquiet Heart", all produced in Manchester by Robert Cooper, all tragicomedies and broadcast on Radio 4 on Wednesdays at 3pm.

The series began this week with *Getting Stratford*. A monologue by Dave Shearfish, it featured Bernard, played with his credibility by Clive Swift. Bernard is a man, for him, being "out on the road, selling" is part of a blissful vocation. For 20 years, he has travelled the country representing Mansions, a range of "fine architectural prints". Now they are stocked by the souvenir shops of every major stately home, historical edifice and cultural centre in Britain. Except the theatre shop in Stratford-upon-Avon.

Through a beautifully shaped script devoid of any unnatural exposition we learned about Bernard's upbringing and marriage, the jargon of a trade where people do not think but "project a scenario" and where sales talk is a "presentation". We also heard of the people he meets in his work such as "Polly-a-day Eunice" and Captain Warburton-Prothero, RN, rid, the man who has steadfastly refused to stock Bernard's "genre". Bernard's eventual (and hollow) victory was a gratifying and neat conclusion to this extremely well-made play.

This coming Wednesday brings us *News of the World* by David Morgan. Set in 1965, its central character and narrator also has "an unquiet heart" - but this is a much darker play despite some very funny moments. Each week, 10-year-old Maxwell "bunks off" Sunday-school to spend his collection shilling on a M&S bar and the *News of the World* and to settle down on a park bench in order to unravel life's little secrets. He is later helped (and confused) by the family dictionary as he tries to discover the precise meaning of such words as "intimacy" and "virginity" - the dictionary entry for the latter prompting his question, "Didn't dad help to build the Maidenhead bypass?"

But dad is preoccupied with his wife's anxiety neurosis and her uncontainable tantrums. Maxwell suffers further emotional damage at a school that knows nothing of his home background and from a caricature of a Sunday-school teacher who is sadly all too convincing.

Boy actor Steven Rendall makes the role of Maxwell seem a deceptively easy one to play. He also appears in the third and final play of the series (August 12). *Rhyme or Reason* may parody the excesses of feminism and communal living but is by no means one-sided. Elizabeth Balnes has, in this her first play, produced a finely-tuned and funny script about a young woman who decides to liberate two small boys and their single-parent mother. For Rebecca, any family is classed as "patriarchal, sexist and dominated by 'masculine' rational possessiveness". Nevertheless one can appreciate her confusion when her permissiveness is affronted by children intent on playing Monopoly.

Also worth noting during the coming weeks is Radio 3's season of mid-morning plays on Thursdays. Yesterday brought a welcome repeat of Tom Stoppard's *Where Are They Now?* which must have done more than anything else to cut down attendance at old boys' reunion dinners. Yet to come are new plays by Ryley Adrian and cartoonist and a new production of Sean O'Casey's *Bedtime Story*.

David Self



Competition No 92.
Report by Charyl
belle.
Competitors were
asked for a T S
Eliot pastiche or
other poem
embodying the
words "They queued and fought for
tickets".

A prolific response, running 9 to 1 in favour of the Eliot option. The most commonly recorded situation was Old Fussum attending a performance of *Cats* and it with a well-nigh in-expressible degree of distaste. Some entries disappointed by doing little more than rearrange familiar Eliotian properties (both physical and metaphorical) or actual lines and phrases from his poems. I minimize comment to print as many entries as possible (£8 each): while £4 each goes to Pauline Cornwell, A T McCulloch, Alan Williams, Sonia Y Williams and Neville Melton for prize-worthy entries for which there is also no space.

Let us glow then, you and I
Irradiated
In a caravanning
Illumined by the plutonic moon over
Ravensglass.
The Lukes lured us
Centrifuged from the ceaseless
Buzz Buzz, the Inner Ring,
Where there is no refuge
No remission or contrition.
Only the Bull Ring's anger,
Where they queued and fought for
tickets
In Station Street and echoing New
Street

The hippopotamus in age
Is not so rare or strange a thing
As Eliot on a London stage
Displaying how the Muses sing.

The bloodied Circus Maximus
Gave Roman entertainment, where
They queued and fought for tickets.
Thus
The Latin race staves off despair.

The London crowds, discreet, re-
spectful.
Employ Keith Prowse or other agents;
The Muses' audience is expectant
Of culture, to refresh the grey genis

From Kentish Town and Golders
Green
Who in 'The Waste Land' see their
Image.
Then homeward, silent, creep unseen
To cocoa, nervous vines, and crib-
bage.

D A Prince

Jumbuska is a circus cat
Who has no fear of heights,
A star-performance acrobat
In tiger-skin and tights.

He used to work for Barnum
Till he scragged a Pekinese,
And says "I used to learn 'em
With my act on the trapeze.

Jock Whiteside

"I played a game of cricket
Sixty feet above them all;
They fought for every ticket
Just to see me play the ball.

Brian May

"I was bowled across at wickets
Sixty feet above the din;
Yes, they queued and fought for
tickets
Just to see my off-break spin!"

E J Elwin

At the first level on the first night,
Where they queued and fought for
tickets -
Do I dare to use my Access? Do I
dare? -
I passed through the closed door into
the dark
And, blushing, heard the sounds of
chain and water,
And saw, through powder and paint,
The smirking, toothless grin of with-
ered Hebe.

At the second level on the second
night,
I turned my deaf ear to the empty stage
And saw silence erupt from Yorick's
bony lips
While a thousand lights blazed into
darkness.

At the third level on the second night
You gave me an ice-cream because I
was hot.
I called you the ice-cream girl.
Bel mir bist du schön.
I will show you love in a lemon sorbet.

Jock Whiteside

They queued and fought for tickets -
What? In that order?
Queued first, forming a neat border
Around the square, no pockets
Of resistance, no little groups
Of disaffected men, no single
Infiltrators trying to wangle
A place; no sign of troops.

And at the stated time pieces
Of paper were thrown into the centre
(A signal for the troops to enter
Surrounding buildings, taking up their
places)
So when the masses fought and tore to
gain
Possession of the useless promises
Relentless firing from these premises
Ensured that it could not occur again.
Bob Ingham

Competition No 94. Set by Charyl
belle. The last time I asked for disastrous
misprints in phoned-in press reports or
reviews, you performed so hilariously
that I'm risking a re-run. Recent actual
examples of the sort of thing I want: in
a national daily, a medieval orient
potentate was repeatedly referred to as
"the Shotgun of Japan"; while a Mid-
lands Mayoress, of great amateur
theatrical prowess, may be suing about
being described in her local organ as
"that versatile lesbian" ("thespian"
plainly intended). Please incorporate
some equally plausible errors in an
extract (up to 150 words) from some
contemporary newspaper article, re-
port or review. Closing date: August
19.

Television

Caught on camera

Most people welcome the opportunity
to appear on television, if only to say
"hello, Murr". Roger Cook special-
izes in seeking out the others. When
he urges them to "come on down",
interviewees typically respond by
trying to decapitate him with an
umbrella. Last week (*The Cook Re-
port*, ITV, July 22) he took his mobile
video box to Spain; anxious to offer the
right to reply to a shortlist of British
expatriates who have chosen to make
their homes on the Costa del Sol, in
preference to Strangeways or Worm-
wood Scrubs.

The result, on the face of it, was an
almost total failure. The reporter and
his crew returned home with one or
two reluctant words from a man walk-
ing along the street, an interview with
a representative of the local police force
and a suitcase full of out-takes; slam-
ming doors, aerial shots of subject in
swimming pool, a video of a wedding
reception. The commentary explained
the state of extradition arrangements
between Britain and Spain, and
warned the host country that while
villains may bring in money, they do
not necessarily leave their profession
behind at Heathrow. But the substance
of the programme was in the
response from the two men and one
wife who were prepared to risk pro-
secution for assault (with fists and
umbrellas) in their determination not
to achieve television stardom.

On the same evening, Channel 4
also tracked down someone who
looked as if he would rather not
become part of the evening's enter-
tainment. Since the end of the Second
World War, Antonio Gexa has lived
quietly in Edinburgh where he did
allow himself to be interviewed
(*Crimes of War*, Channel 4, July 22),
though he had little to say about his
wartime exploits, except that they had
been invented for political reasons by
the Soviet authorities. There was plenty
of, however, from the other side.
There are some 30 suspected war
criminals living in Britain and this is
now the only Western country where
they can hope to end their lives
in peace. Not that it is debatable, doubt-
less, that the British authorities, as
witnesses and relatives of victims put a
strong case for seeing that justice was
done, even after more than 40 years.
But it was important to show this
documentary for another reason.
What happened to the people of
Lithuania, Estonia, Byelorussia and
the Ukraine under Nazi occupation is
almost unimaginable. When we were
given a fictional reconstruction of the
events in *Eleni* Kimov's film *Come
and See*, it was too easy to dismiss that
testimony as exaggerated. *Crimes of*

War provided some of the
documentary evidence to show the
Klimov had, if anything, understated
his case.

Diverse Reports (Channel 4, July 21)
examined attitudes in European coun-
tries to genuine political refugees, and
the two-part *People to People* series
Dangerous Characters (Channel 4,
July 26 and 29) gave a potted history of
the Italian community in Britain be-
tween the wars, culminating in the
story of the more or less indiscriminate
internment of pro and anti-Fascists in
1940 and the torpedoing of the *Andrea
Steno* while it was taking Italian
internees to Canada. While the rest of
the schedules are devoted mainly to
repeats and summer sport, you can
turn to Channel 4 to get an alternative
view: for example, in *Women at the
Olympic Games* (July 24), to be re-
minded that there are still barriers to
overcome in attitudes to women's
athletics. It's a pity they had to spoil it
with the all-male commentary on
women's test cricket (Channel 4, July
18).

Contact between Britain and Italy
has not been one-way and the experi-
ences of early travellers to the Con-
tinent are being unearthed in *Thames
Television's* enjoyable series on the
Grand Tour (ITV, Mondays). Un-
earthed, too, were the dead Nephro-
tans on *Loving Memory* (BBC2, July
23), after two years in their graves, as
battered around like talloirs' dummies
before being laid to rest again in their
tight niches against a wall of con-
glomerate, with a mixture of condole-
nce and respect. Like a message of con-
solation, Tony Harrison's verse com-
mentary expressed rather trite reflections
on the dead and the feelings of their
surviving relatives.

The most telling insight into life
abroad came, however, in *Chopsticks*,
Billboards and Newcastle News
(BBC2, July 21), the first of three
programmes on the establishment of
Komatsu of a plant near Newcastle.
Two British supervisors were flown to
Japan to learn about the Japanese style
of management, emphasizing team-
work and loyalty to the firm. The
chicken nature of the British industrial
system and the gulf between "bosses"
and "men" (which also implies a
certain degree of scepticism, or even
sheer classedness against the Japanese)
"I don't think I'll get the Japanese
loyalty," one supervisor lamented.
The English loyalty is apprecia-
ble. Most teachers would appreciate
the realism behind that approach.

Robin Buss

ARTS

Cinema

Come
into my
parlour

Black Widow (15)
Leicester Square Theatre
Radio Days (PG)
Odeon, Haymarket
The Good Soldier Svejk and After:
Czechoslovakia 1926-1953
National Film Theatre, South Bank,
August 6-30

There is no question in *Black Widow*
who did it, or how, though you sense
that if money is the answer to why, it
was not the main motive. At the centre
of the film is the relationship between
two women, the killer (Debra Win-
g) who pursues her from Washington
to Seattle and from Seattle to Hawaii.

Their affair starts as impersonally as
may be, on a computer which has
thrown up the evidence of a mid-
aged man dying, apparently of a
natural cause: Ondine's curse, named
after the elusive water nymph. Its
only alerts Alex. It goes without
saying that her superiors are not
impressed, even when she can point to
the similarities of the bribes in the
different wedding photographs.

By Seattle, the spider has learned
that she is being hunted, and by Hawaii
(after disposing of Dennis Hopper and
Nicol Williamson with scant respect
for those talented actors), she is ready
to draw her pursuer into the web. The
identification of hunter and hunted is
complete. There is nothing particu-
larly original about this proposition
(except that, as P D James remarked,
detection is an unusual job for a
woman), but Bob Rafelson's film is
stylish and stays in the mind.

The central premise of *Radio Days*
is also fairly well-worn: radio was to
the Twenties what television is to the
Eighties, a national addiction, but its
charm depended on not seeing that
the latter serves as a logo for
Marked Avenue and, in the case of
Sharon, middle-aged and vaguely
Woody Allen's portrait of a Jewish
childhood in suburban Rockaway, an
extended family of eccentrics, has
inevitably been described as nostalgic
and it is; but it is also wryly self-critical,
turning up the reality behind the
dream like a kid unwrapping a free gift
from a cornflake packet and finding
that "as advertised" is seldom "as
imagined". Or, indeed, like Allen's
Anti-Besieging the flaws in each
Mr Right, down to the last whose dead
Leonard.

So, the golden age of radio was less
golden than chocolate brown and its
glamour mainly in the mind. Allen
conveys its allure for his younger self,
and sketches some endearing family
revels, but the film's best moments
involve Mia Farrow as an ambitious
secretary girl making her way into show
business via the casting couch (in
reality, the roof of Radio City) and a
near-miss with the Mafia. Otherwise,
you will enjoy it most if you like the
songs, records, cassette and compact
disc available in the foyer.

Recommending a season of early
Czech cinema at the NFT may be a bit
like trying to sell ice-cream in an
English summer. Too bad; if you don't
get you won't know what you are
missing. It includes *Ecstasy* (August
6), Hedy Lamarr in a notorious
Komatsu film denounced by the Vatican,
Good Soldier Svejk (August 6), of
management, emphasizing team-
work and loyalty to the firm. The
chicken nature of the British industrial
system and the gulf between "bosses"
and "men" (which also implies a
certain degree of scepticism, or even
sheer classedness against the Japanese)
"I don't think I'll get the Japanese
loyalty," one supervisor lamented.
The English loyalty is apprecia-
ble. Most teachers would appreciate
the realism behind that approach.

Robin Buss



Playstructure at Winton primary school

Playing with ideas

Michael Clarke on the Islington Schools Environmental Project

Pupil choice may receive less media
attention than parental choice, but the
Islington Schools Environmental Pro-
ject in London has gone a long way
during the last 10 years towards allow-
ing even infant and junior school
children to decide for themselves, at
least in matters relating to their school
environment. The Project's four cur-
rent members, David Stone, Patrick
Allan, John Bremner and Amanda
Ryan, have accumulated a wealth of
experience working with pupils,
teaching and ancillary staff, parents,
technicians and social organizations on
a variety of schemes all aimed at
enabling young children to realize
their own design ideas and decisions in
a responsible way. If the physical and
technical demand exceed the abilities
of five to ten-year-olds then ISEP or
someone else under their supervision
will come to the rescue.

Most of the earlier schemes were
concerned with murals or highlighting
existing architectural features, like the
painted brick wall designs at Penton
and Laycock Schools (a hand motif
from the latter serves as a logo for
ISEP) or the application of cast resin
coloured relief work around the en-
trance to Gillespie School, but more
recent projects have moved into fully
three-dimensional structures. A re-
latively small-scale example is the
weather vane at Robert Blair which
grew out of classroom activities using
faces and masks as ways of expressing
the mood of the school. The finished
metal object, it is hoped, will be

realized by a local retired blacksmith
or sixth-formers at Islington Green
School.

Both of these possibilities typify the
flexibility of ages and skills that charac-
terize ISEP's activities; activities that
require a great deal of tactful, persua-
sive cooperation with a wide range of
individuals and institutions, not the
least of which is the health and safety
officer. But with only a small work-
shop and salaries provided by the
Inner London Education Authority,
the material costs of each project must
be met by the particular school or
raised elsewhere, usually the latter.

Two particularly generous sources of
sponsorship have been the Sir John
Cass and Reeves Foundations. As the
projects have increased in size and
complexity, however, so have the
material costs and labour-force re-
quirements and it is in the develop-
ment of a kit to design and cost play
structures that ISEP members have
clearly shown their ability to identify
problems and discover appropriate
solutions.

Recognizing the limited abilities of
most primary school children to think
and work in three-dimensions with
even the simplest constructional
methods, ISEP members developed a
scaled module system in which each
component matches as closely as pos-
sible those most likely to be used in
an executed design. This was tested first
at Gillespie School with the children
designing and costing the play struc-
ture within health and safety regula-

For information contact Islington
Schools' Environmental Project,
Robert Blair School, Blundell Street,
London N7 9BL. 01-700 4565.

Opera
magic

Not many operas focus on a child's-eye
view of things, and those that do
always face the problem of represent-
ing an intense imaginary vision by
mere humdrum scenery. But thanks to
lighting wizardry and advanced video
techniques anything seems possible
these days and Frank Corsaro's first-
ever Glyndebourne production of
Ravel's *L'enfant et le Sortilège* must
count as one of the most magical yet
seen on the British stage.

Opening with a mock family photo-
graph, the naughty seven-year-old
hero sung by Cynthia Buchanan already
well to the fore, the stage then trans-
forms into a three-dimensional picture
book with Maurice Sendak's charac-
teristic designs unfolding on a front
curtain doubling as a screen. Once
inside the pages the audience witnesses
a nightmare involving the slow revenge
of all those nursery objects that have so
far born the brunt of the child's hero's
destructive bad temper. Armchairs
sing, toadstools dance, wallpaper comes
alive and an arithmetic book explodes,
numbers dancing all over the stage.
Freud then gets a look in when the
child's mother, who has previously
locked him in his room for failing to do
his homework, reappears as a sexy cat
only interested in a flirtatious Tom.
Further scene changes, effortlessly
managed through more film projec-
tion, take the action into a forest where
the child finally wins approval from the
animals he has also tormented when he
shows pity for the wounded young
squirrel doubling as his own long-
suffering little sister.

Combined with a score that calls for
accolophones, tam-tams and a flute de
lotus, in addition to the London
Philharmonic Orchestra conducted by
Simon Rattle, such a presentation can
hardly fail and indeed never does.
Preceded by Ravel's less interesting
L'Heure Espagnole, a heavy-handed
parable about one hour's time out at
the shop of a Spanish clock-maker, this
is still a bill of constant innovation.

Those who despair of ever getting to
Glyndebourne themselves should note
that this programme is going to be
televised by the BBC before playing in
the Kent and East Sussex Schools
Festival and then touring in Oxford,
Southampton, Manchester and Birm-
ingham. Even the toughest young
opera cynic would find it hard to resist
its expert mixture of ballet, singing and
sheer stage-craft, especially now Glyndebourne Touring Opera has greatly
expanded the supporting educational
activities in opera to all schools in the
areas visited.

Nicholas Tucker

The New Look

A Midsummer Night's Dream
Caterham School
Billy Budd
Dulwich College Preparatory School

The New Look is back, at least where
school plays are concerned. Caterham
School produced a non-camp, almost
naturalistic *Midsummer Night's
Dream*, and Dulwich College Prepara-
tory School a version of *Billy Budd*
that was nothing like Benjamin Brit-
ten's opera.

The product of a period of intensive
improvisation, Caterham's *Dream*
stripped the play down to its bare
essentials. There was no romantic
forest, only a stark white set. There
were fairies - there have to be - but,
dressed in plain, Greek chitons, they
were not so much winged spirits of
Arthur Rackham's drawings as pretty,
and rather sulky, Athenian youths.

As a result, despite a beguiling Puck
(Christopher Chambers), the play be-
came essentially an account of the
squabbles of three sets of lovers. The
RSC have once or twice tried to play it
this way, but it is a notable achieve-
ment for a school to be able to suggest
the *Dream's* very real connection with
Love's Labour's Lost and *A Midsummer
Night's Dream*, even though the latter
has recently been staged at Caterham.

Luckily, the six lovers were up to the
challenge. Jason Oringe's Demetrius
spoke better than the rest, but they all
managed the dialogue well. More to
the point, they understood what they
were saying and put it over as if they

really meant it.
To someone who knows *Billy Budd*
only through Benjamin Britten's
opera, the discovery that Herman
Melville's original story had been
adapted for the Broadway stage in
1947 came as something of a shock. It
was this forgotten three-acter about
life aboard a British man-o-war in
1798 that Carl Orlbey-McKenzie dis-
tinguished for his final production with
the boys of Dulwich College Preparatory
School.

He, and they, made the best of it
(although they couldn't quite shake off
Britten's shadow: fragments of the
"Sea Interludes" from *Peter Grimes*
framed each of the nine scenes). There
were impressive ensembles in which
the whole cast manned the guns to
fight off marauding French frigates.
But despite some lively one-liners -
"You whoreson Cockney cut-throat!" -
the play itself reeked like the "tub" on
which I, like you, sat. There were many
tormentously melodramatic speeches
which sounded very true to Melville
but seriously slowed the action.

The real strength of the production
lay in the way which the young cast
injected realism and drama into these
full marks to Oliver Mitchell in par-
ticular who breathed life into whole
pages of soul-searching as the captain
compelled in spite of himself, to sen-
tence a "handsome sailor" to death.
The cast, one would have been hap-
pily with a few more whiffs of
grape-shot, however.

Hugh David

RESOURCES

The green refresher

Wildlife abounds surprisingly near home.
Chris Baines is your guide on an urban safari



A day in the country! That is still by far the most popular family pastime. It seems everybody has a basic need, deep down inside, to get back to nature. Nine out of 10 people in Britain live in towns, and a trip to the countryside can mean a major expedition. That's rather a shame, because there is plenty of scope for a "green refresher" right on your doorstep, if you know where to look.

The past 40 years have seen a remarkable environmental about-turn. The Arcadian dream countryside has become industrialized, mechanized and polluted with chemicals, while our once grimy industrial towns and cities have at the same time become cleaner and greener. Of course there are still pockets of perfection out there among the wall-to-wall wheat and the subsidized sugar beet, but much of the richness has been cleared away. 250,000 miles of hedgerow have gone, half the post-war woodland has been destroyed, less than five per cent of the wildflower meadows have survived, and nature is confined to a few precious little green museums called nature reserves, where the first priority must be wildlife, rather than people.

By contrast, in towns there is an almost endless supply of wild, green landscape, instantly accessible, much of it publicly owned, and almost all of it free from the pressure of chemical sprays. It may not have the grandeur of the Malvern or Mendips, and you're unlikely to stumble across otters or ospreys, but for direct physical contact with a wealth of wildlife, city safaris are definitely your best bet.

One great strength of the wildspace in towns is the way in which the greenery is knitted together into a continuous network of wild ribbons. The bigger animals - foxes, kestrels, frogs - tend to use this network as a traffic-free circulation system, travelling along the railway embankments, the road verges, canals and stream valleys. When you've an hour or two to spare, it's well worth following their

example and exploring the wildlife network in your own immediate neighbourhood. A 1:10,000 Ordnance Survey map will show the main corridors very clearly, but an A-Z is almost as good. In fact there's a lot to be said for just embarking on an uncharted voyage of discovery. The secret is to forget that you're a human being, and imagine yourself in the world of the fox (or perhaps the hedgehog if you're not too energetic). In no time at all you'll be seeing your neighbourhood quite differently, as a happy hunting ground, full of safe hiding places, overflowing with food, and spiced with danger.

As you unravel the neighbourhood wildlife network, you will discover a whole variety of wild pockets of land. Some may be very old: the cemetery, for instance, or perhaps a long-neglected villa garden. Some will have obvious evidence of their functional past, and the derelict industry that created them. Quarries and sand pits fall into this category. In some areas there may be a rich heritage of mill ponds, now silted up and colonized with willow and alder. Where there are canals there will be old overgrown wharves, and where coal and iron were the industrial base there will be mountains of slag and coal waste, covered over now with silver birch and rosebay willow herb. Some of these sites can be quite dangerous, particularly for small children, but an early introduction to the hazards of deep water or loose brickwork, in the protective circumstances of a school group or a family outing, is a very good way of preventing accidents in the future.

When you force you inside, try retreating to the library to uncover the story of these sites in the local history archives. Once you know their background you can often read the traces of the past in the landscape of today. The long-lost garden of a quarryman's cottage may still sport a lilac bush or two, a clump of horse radish or a carpet of run-riot mint.

Many of these "historic" sites are increasingly under threat. There is a

great enthusiasm for tidying up, and churchyards and cemeteries in particular seem to fall victim to the devastating tide of fashionable environmental improvement schemes. It seems to me an act of unforgivable vandalism to remove the headstones and turf over the vacant space, simply as a convenience to the moving machine. Once you have discovered the richness of such places in your local neighbourhood, then you will be able to deflect the devastation by suggesting positive alternatives such as a heritage trail or simply a few seats where people can enjoy the tranquillity of such wild sanctuaries.

The least glamorous bits of urban landscape are in some respects the most valuable - particularly for detailed study. These are the temporary sites - the demolition land which is constantly working its way around every town. The wildlife to be found on even a tiny patch of recently flattened rubble is marvellous. This is a

All you need is a bit of patience, a second-hand margarine tub and an enquiring mind

landscape of pioneers, and both the plants and animals tend to be tough, numerous and colourful. As the digger driver leaves the site, the wildlife moves in. A whole host of colonizing plants will float in on the wind, and many of these paratroopers are extremely handsome. All tend to have brightly coloured flowers, and many have rich perfume, since they must attract pollinating insects very swiftly. On sunny summer days these wasteland sites are alive with bees and butterflies, and in the evening the moths emerge to carry on the good work. The insects attract predators - martins, swifts and swal-

lows by day and bats by night, and when the pollinated flowers turn to seed, flocks of finches descend to gorge themselves.

The natural colonizing plants have to compete for space with exotic garden escapes, and these greatly increase the nectar supply. Buddleia originated in China, where it colonizes river gravel beds. Not surprisingly it thrives equally well on brick ends and concrete in British cities. Michaelmas daisies and golden rod are both North American savanna plants, and can compete with the most vigorous of our own wildflowers. Lupins can fix their own nitrogen from the atmosphere, so they thrive on the poorest of demolition rubble, and Oxford ragwort has found an ideal substitute for its native volcanic ash on the Mount Etna look-alikes of blast furnace slag heaps.

Once you find a favourite site, it is especially rewarding to visit it throughout the changing seasons. That, of course, is very simple when your "countryside" is on the doorstep. Many of the sites are extremely dynamic, changing dramatically from month to month, with a carpet of golden dandelions in spring, perhaps; brilliant stands of magenta rosebay willow herb in midsummer; and rich pickings of blackberries in the autumn. As the site grows older, the variety of plants will diminish, with sun-worshippers such as the poppy and the ground-silver birch and pussy willow seedlings.

The animal life can be spectacular at times - a hovering kestrel, a swarm of brightly-coloured goldfinches or a hunting fox. Sightings such as these are always a thrilling bonus, but there is a wealth of wildlife to be found on every visit if you think small.

One or two simple bits of equipment will help with your investigations. Just a big stick and a white sheet will yield amazing riches. Spread the sheet on the ground and tap the overhanging vegetation with the stick. All kinds of weird and wonderful little creatures will come tumbling down. A small box

or two, with a perspex lid, will allow you to study the individual creepy-crawlies easily. For years I used a margarine tub with a clear plastic lid, and a see-through sandwich box too. Of course there are more sophisticated, custom-built boxes available and if you are really keen you can out-jargon all your friends by acquiring a "pooter". This is a wonderful little device consisting of a glass jar, a rubber bung and two plastic tubes. You suck one tube, and the subject of your scrutiny is whisked up the other, to land in a started state inside the jar.

The most important equipment of all, I think, is a magnifying glass. The big ones, designed for reading small print, are especially easy for school children to use. When you see an ant or a ladybird enlarged to ten times its normal size, you begin to realise why the Serengeti on your small screen is really no substitute for the real thing, available free of charge, every day of the year, right in the middle of town.

Remember: you don't need to know the Latin names of anything. You don't need to own a pair of binoculars, green wellies or a Barbour jacket. All you need is a bit of patience, a second-hand margarine tub, and the kind of enquiring mind which will always be amazed that a passing ant can somehow know that if it climbs six feet up a flower stem, it will find a cluster of greenfly at the top, just waiting to be milked.

Chris Baines has produced a free eight-page full colour booklet about the wild side of town. This contains details of local contacts for urban safaris, maps, habitat-mapping, competition prizes such as video cameras and cash, and a list of local contacts for urban safaris. Copies are available free (sponsored by Shell UK Ltd.) if you send a large A5 to "The Wild Side of Town", BBC Television, London W12 8QT. The book, *The Wild Side of Town*, is available from bookshops, price £10.95 hardback, £6.95 paperback.

Going down

Title: By Elizabeth McMan and Andrew Anderson.
Cost: £2.65 (inc p&p); class sets £2 each plus postage.
Subjects: Ulster Folk and Transport Museum, Cultra Manor, Hollywood, Co Down.

Think is a study pack which tells the story of the great liner from its inception as an idea for the White Star Line to rival Canada's huge Lusitania, to the last echoes of concern and reclamation, which followed its loss.

rounding that last night in the North Atlantic in April 1915. Why wasn't the captain on the bridge? Why weren't the recommended number of lifeboats aboard? Why were some of the lifeboats launched without their full complement of passengers? Was the ship Californian near enough to the Titanic to have seen - and ignored - her rockets? Good use is made of the scope for study of the evidence, and contemporary sources are also used to raise questions about class and attitudes to women.

With the question of whether it was or wasn't "Nearer My God to Thee" that the band began playing as the ship went down, the whole evidence is analysed in a way which is both clearly planned to unfold the picture of what happened that night. This summary investigation of the wreck by salvagers makes it particularly timely.

Jessica Savage

OFF AIR

A story of BBC service beyond the call of duty. An unfortunate muddle over telephone numbers meant that the Institute for Psychosexual Medicine couldn't man the referral line supporting the first of the repeats of BBC 1's *The Trouble With Sex*, which dealt with the benefits of professional sex therapy (Aug 6, 10.25pm; Aug 20, 11.45pm; Aug 27, 10.25pm; Sept 2, 11.15pm). A hastily assembled team of telephone answerers was provided with information kits so that they could give further help and advice after the programme, entitled *A Problem Solved*.

Callers might have been a little surprised to know that they were sharing their most sensitive problems with an ad hoc team which included a Radio London presenter (not Tony Blackburn) a producer of the Radio 4 arts programme *Kaleidoscope* and a BBC press officer.

"We can assure everyone that calls were answered with the maximum tact and confidentiality," said a BBC spokesperson, adding that callers were given numbers of the appropriate agencies where they could get further help if necessary. "We had a duty to man that line. We couldn't leave it unattended."



A CHANCE for you to impress your head teacher next term. With the increase in the use of video for promoting schools, London Media Workshop's one day course, "Introduction to Writing for Video", might be of some use. The course, to be held in London on August 19, includes basic writing steps, treatment, script layout, commentary and editing creative ideas.

Also on offer: "Introduction to Writing Radio Drama" (August 18) and "Introduction to Writing Radio Comedy" (August 20), the latter led by Simon Brett, writer of *Radios 4's After Henry* and *Frank's Mutt* (see *Into the Media* for the courses). The video one is £40 for the day - but there are some bursaries on offer from South East Arts; for those living in the South East, there's also a 10 per cent discount for people from registered charities - which could include some PTAs.

Details from London Media Workshop, 101 King's Drive, Gravesend, Kent DA11 5BQ.

While some experts at the BFI summer school (see opposite) agreed that the flood of cheap American cartoons is harmless enough, there's a new and depressing US development, the "interactive" cartoon, where children have to have a special laser linked gun pointed at the screen. While laser guns and electronic targets are now all the rage in the toy shops, the merchandising message that links TV cartoons with your own personal living room is a little disturbing. The principle is similar to the old "interactive" software, via your TV screen: ideas, the gun's laser beam, beaming out, a hidden "message" embedded in the animation. Without the gun, the message doesn't work. With the gun, the message is a computerized arcade game.

Nick Baker

MEDIA

In front of the children

Are toy-based action cartoons bad for children, or harmless entertainment?

Diane Hofkins listens to the kid-vid debate



He-Man, She-Ra, friends and enemies

He-Man, you'd find it's got a lot of self-mocking and I think there's a great danger that we underestimate the child's ability to distinguish from fantasy and reality."

His comments can be set against those of American psychologist Patricia Marx Greenfield, who warns that in the cartoons, children never see the consequences of violence, and that they should be shown. Children don't really know about reality, she has argued.

Robert Hodge, co-author of *Children and Television*, tends to agree with Mr Allan that children's intelligence is being underestimated. At the BFI summer school, titled "In front of the children", he held that popular kids' TV is complex and interesting. "The complexity is not in the text, but in the minds that use it," he says.

The real danger, he warns, is the elitist attitudes towards the media held by both left and right, which have been focused on "benign or interesting video products". Their suspicion of the media, and assumption that anything tinged with commercialism is automatically corrupt has led to the likeli-

hood that the study of the media in schools could disappear, particularly since it's not included in the national core curriculum.

In the final analysis, the American cartoons are popular, he points out. "The notion that the more people watch it the less good it must be shows a contempt for the masses."

Never-the-less, teachers and parents are worried about the marketing aspect of the cartoons. In the *Right to Reply Special*, teachers point to peer pressure to own the toys on which the programmes are based.

We are shown a class of children at a Newcastle primary school, watching *Thundercats* and playing with the toys, while a teacher says, "It definitely creates a desire (for the toys). The children who haven't got as many - everybody knows". But, she adds as we watch children making one doll stamp on the head of another, "I don't think the toys are very interesting in themselves. And an awful lot of them don't even stand up, so you can't even position them."

But of course, toys and children's TV have always gone hand in hand, as

Peter Keefe, producer of *Voltron* points out in *Right to Reply*. Does it really matter which came first, the Mickey Mouse T-shirt or the Mickey Mouse cartoon; the Cookie Monster puppet or *Sesame Street*; the She-Ra doll or the video? Does the child know the difference?

When it comes to it, are these new cartoons really worse than the light entertainment enjoyed by youngsters through the years, like the less than peace-loving *Tom and Jerry*, *Superman* comics, or Saturday morning spaghetti westerns? And are *He-Man* and *She-Ra* breeding violence in children, or merely channeling it? These were among the questions being debated at the summer school. Participants were also looking at the future of children's TV - an area of great uncertainty these days.

The catch is that while the cartoons in themselves may be perfectly harmless, the danger seen by many is that increasing commercial pressures, deregulation of broadcasting, the possibility that Channel 4 could go independent, and satellite TV could combine to force "quality" children's TV off the air, leaving nothing but cheap adventure cartoons, and lots of them.

This is a major worry of the parents on *Right to Reply*, and at the end of the programme, Trevor Hyett concluded: "We want choice". This will certainly be a conclusion of the summer school workshops as well. Bill Melody, a Canadian academic currently with the Economic and Social Research Council, warned that TV could before long be turned into a "global electronic billboard" for mass marketing, and urged the participants to exert pressure to retain public service TV.

"Children's television in particular is likely to change dramatically if the technological and economic trends are permitted to play themselves out on their present course," he said.

The school was expected to discuss whether there is a need for a pressure group like the American ACT (Action for Children's Television), and what form it should take. A small group, helped by the BFI, is already looking into the matter.

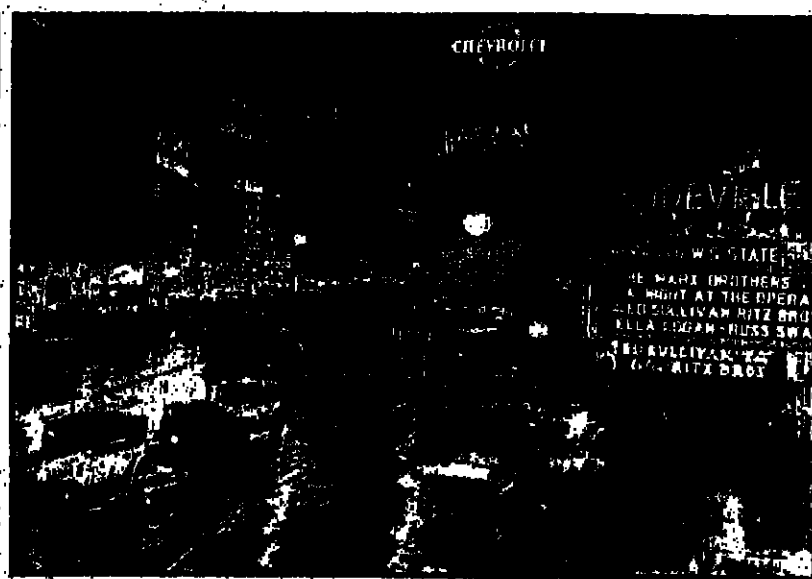
If America represents the future, it is not lost. In the face of overstatement of the market with action cartoons, viewing figures actually declined last year. The children were beginning to get bored. In one of the BFI school workshops, a young woman asked the parents in the group just what they were afraid of. What would these cartoons actually do to their children? A black father didn't want his children to think that you had to be white to be powerful; a mother didn't want them to learn that life was cheap; and another parent was simply afraid they'd be wasting their time.

Of dolls and men

their material. Responding to these qualities, the programme, presented by Bel Mooney, contained excellent descriptions of the milieu - natural and human - out of which Steinbeck and Runyon wrote. Steinbeck's imaginative world was one of itinerant ranch hands or the tide of migrants created by the dust bowl disaster of the 1930s. Runyonland, by contrast, was a hard, glittering place peopled by sharp characters with names like Harry the Horse and Nathan Detroit.

Where Steinbeck was a voice for the inarticulate and the dispossessed (as Clancy Sigal put it, "when you hear the name Steinbeck, it means somehow this man is on your side"), Runyon was more of a detached voyeur with what he described as an "underworld complex". The music used in the programmes reflected this difference. The songs of Woody Guthrie, resonant with communal pain, were apt and illuminating counterparts for Steinbeck. Runyon's work was compared to a sophisticated urban form - the New York musical - and extracts from *Gypsy* and *Dolls* were used to good effect.

The thinnest, least satisfactory parts of the programmes were the specialist literary judgements, which were occasionally reduced to gestures or the kind of rapid sketch which too often



stylises rather than stimulates. But this may be inescapable on radio and television, which are probably better at handling contextual material - something which these two programmes did very well.

Ashok Bary

Correction: Credit for the specialist close-up photography in the Channel 4 programme *Nature in Focus*, praised in a review in the issue of 10 July, should have gone to Richard Kirby, a cameraman with David Spears Ltd, and not to David Spears.

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John Ladbrook, The Advertisement Manager,
The Times Educational Supplement, Priory House,
St. John's Lane, London EC1M 4BX.

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Cancellation deadline 4.30pm Tuesday preceding Friday of publication.
All advertisements are published subject to the Terms and Conditions
Times Newspapers Ltd. (available on request).

ESSEX
HEREFORD COUNTY
PRIMARY SCHOOL
Colchester Lane, Loughborough
LE10 5LJ
Tel: 01508 6465
RECEPTION/INFANT
CLASS
Required for September 1987.
Full-time permanent, enthusiastic teacher. Understanding of current primary practice essential. Letters in extra material available desirable.
Apply to Headteacher.
N.O.N. 1255

KATHARINES COUNTY
PRIMARY SCHOOL
Katharine, Harlow CM19 5NJ
Tel: Harlow 21495
(Ref: 360)
INFANT/RECEPTION Scale 1
Required for September 1987.
Please apply direct to the Headteacher, 0281 110022

HERTFORDSHIRE
LEY PARK JUNIOR SCHOOL
Cotswold Lane East, Broxbourne,
Herts. EN10 6DA
Head: Mr. A. J. O'Shea
Teacher required for the autumn term 1987, for a class of 1st year Juniors.
On 1st September to the headteacher, enclosing Curriculum Vitae and names and addresses of two referees. 110022

HERTFORDSHIRE
LITTLE MUNDEN
VOLUNTARY AIDED PRIMARY SCHOOL
C.E. JUNIOR SCHOOL
Dane End, Nr. Wars 901 2NN
Tel: Dane End 871 or 843
Required for September 1987 a temporary teacher for middle and top infants to cover for teacher on maternity leave.
Salary £11,000 per annum. The Headmistress as soon as possible please. (38907) 110022

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SOCIALISM AT WORK

Tameside Metropolitan Borough

EDUCATION DEPARTMENT

PRIMARY VACANCIES

ST. ANNES R.C. PRIMARY SCHOOL, Ashton-under-Lyne
Scale 1 - Infant Teacher required, with Catholic Teachers Certificate.

Applications to The Chairman of Governors, Father Chang, St. Annes Presbytery, Burlington Street, Ashton-under-Lyne. Closing date 14th August 1987.

SECONDARY VACANCIES

STAMFORD HIGH SCHOOL (11-16 Co-Ed.)
Comprehensive, Mr. P.J. Beestlestone, B.Sc. Head Teacher, Mossley Road, Ashton-under-Lyne, OL8 9SD.
Scale 1 - Teacher of Boys P.E.

Applications by letter to the Head Teacher at the School as a matter of urgency.

SPECIAL EDUCATION

BANKSIDE TUTORIAL UNIT (MALADJUSTED) PRIMARY,
Manchester Road, Droydsden, M36 6PW.
Scale 1 (S) - Temporary teacher for a period of one year required from September 1987 to work with a group of boys aged between 8 and 10 years.

Applications for the above post are available from and returnable to The Director of Education, Staffing Division, Tameside M.B.C., Council Offices, Wellington Road, Ashton-under-Lyne, OL8 9DL.
Closing date 10th August 1987.

AN EQUAL OPPORTUNITY EMPLOYER

BUCKINGHAMSHIRE
MILTON KEYNES AREA
QUEENSDALE SCHOOL
Two Grove, Newport Pagnell
MK16 0BJ
Headteacher: Mr. M. Cole, B.A.

Required for September 1987, a teacher of Drama. The post is temporary and will be for the Autumn term only. Scale 1.

Apply by letter to the Headteacher giving full curriculum vitae and the names and addresses of two referees. (38945) 15592

Lancashire County Council

An Equal Opportunities Employer welcoming applications from all sections of the community.

Unless otherwise stated the following are required for the 1st September, 1987, and the closing date is 13th August, 1987.

For application form and addresses to whom completed forms should be sent, send SAE (free) to the Chief Education Officer, PO Box 61, County Hall, Preston, PR1 8RJ.

COUNTY PRIMARY SCHOOL

PADHAM COUNTY
Barnley (343 on Roll)
Required for 1st September, 1987 or as soon as possible.
SCALE 1 - INFANTS. Please state curriculum interests.

VOLUNTARY AIDED PRIMARY SCHOOL
In Which Governors are the Employers

GREAT HARWOOD ST. JOHN'S CE (AIDED)
Great Harwood (135 on Roll)
Required for 1st September, 1987 or as soon as possible thereafter.
SCALE 1 - EXPERIENCED RECEPTION CLASS TEACHER.
Committed Christians preferred. (40893)

LONDON SE10
Required for September 1987.
Full-time R.C. Teacher for Infants.
Apply to Headmistress with C.V. and names and addresses of 2 referees. Virgo Field Junior School, Central Hill, Upper Norwood, London SE10 1RB. (03049) 110022

LONDON SE10
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PRIMARY EDUCATION continued

WEST SUSSEX

TEACHER OF FRENCH
BUCKINGHAMSHIRE
MIDDLE SCHOOL
Shoreham, Buxingham Road,
Shoreham-by-Sea, West
Sussex

Required September 1987, or as soon as possible thereafter, a teacher of French, Scale 1, to teach the subject across the school (Years 1 to 6).

Further details and applications for the post are available from the Area Education Officer, 13 Mill Road, Worthing (S.A.F.E.) to whom they should be returned as soon as possible. (17416) 110022

OXFORDSHIRE
COUNTY COUNCIL
CARTON SCHOOL AND
COMMUNITY COLLEGE
Unwin Way, Cartton,
Oxford OX4 8BU

HEAD OF SPECIAL NEEDS
DEPARTMENT
CURRENTLY 38

Required for January 1988, a Head of Special Needs, a well established department with a purpose-built suite of rooms as a base and staff.

The Head of S.N.D. (Special Needs) is a senior member of staff and will be responsible for the department and two welfare assistants.

Apply by letter to Headmaster of the school for application form, curriculum vitae and names and addresses of two referees. (15592) 151018

Middle School Education

By Subject Classification

Speech and Drama

Scale 1 Posts

BUCKINGHAMSHIRE
MILTON KEYNES AREA
QUEENSDALE SCHOOL
Two Grove, Newport Pagnell
MK16 0BJ
Headteacher: Mr. M. Cole, B.A.

Required for September 1987, a teacher of Drama. The post is temporary and will be for the Autumn term only. Scale 1.

Apply by letter to the Headteacher giving full curriculum vitae and the names and addresses of two referees. (38945) 15592

Other than by Subject Classification

Scale 1 Posts

EALING
LONDON BOROUGH
EDWARDIAN SERVICE
DURANDS PARK MIDDLE
SCHOOL
King George's Drive, Southall
UB8 3PU

Required for September 1987, a teacher of Drama. The post is temporary and will be for the Autumn term only. Scale 1.

Apply by letter to the Headteacher giving full curriculum vitae and the names and addresses of two referees. (38945) 15592

Scale 1 Posts

BUCKINGHAMSHIRE
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QUEENSDALE SCHOOL
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BUCKINGHAMSHIRE
MILTON KEYNES AREA
QUEENSDALE SCHOOL
Two Grove, Newport Pagnell
MK16 0BJ
Headteacher: Mr. M. Cole, B.A.

HAVERING
LONDON BOROUGH OF
HAVERING
EDUCATION DEPARTMENT
Scale 3
TEMPORARY ADVISORY
DIPLAMA TEACHER
See under Secondary Scale 3
and above Speech and Drama
(124954) 700000

All advertisements
are subject to the
conditions of
acceptance of Times
Newspapers Ltd,
copies of which are
available on request.

Careers Officer Re-Advertisement £8790 - £10647

Required in the West Devon Area Careers Centre,
Anglia House, 10 Derrys Cross, Plymouth. You
should be a qualified careers officer, previous
applicants need not re-apply.

Application form and job description from and
returnable to the Personnel and Support Ser-
vices Section, Education Department,
County Hall, Exeter EX2 4QG.
(Tel: 0392 272031)
Closing date:
17th August 1987

DEVON

AN EQUAL
OPPORTUNITIES
EMPLOYER



Education Department - Schools Branch Assistant Education Officer (T.V.E.I.)

(PO (M)) £15,182 - £17,151 based at Cornwall School in Mal-
dstone to establish and manage the delivery of the Authority's
scheme for the extension of the Technical and Vocational Educa-
tion Institute (T.V.E.I.) to all secondary schools and Colleges of
Further Education. You will need considerable initiative to manage
the programme, working closely with Headteachers and staff at
the MSc and in the Inspectorate. You should be a graduate with
teaching experience to Head of Department level or above and
have experience of Local Authority administration including bud-
getary control. Disturbance allowance payable.

For informal enquiries please contact Mr Andrew Waters on
(0622) 671411 ext 2562. Job description and application form,
returnable by 14 August, from the County Education Officer,
Education Department, Springfield, Maldstone, Kent, ME14
2LJ, telephone (0622) 671411 ext 509 (ref PTE).

KENT COUNTY COUNCIL

NORTH TYNESIDE COUNCIL EDUCATION DEPARTMENT PRINCIPAL EDUCATION WELFARE OFFICER SCALE PO 3/6 £13,182 - £14,301 (Ref No. 189/87) (Re-advertisement)

An opportunity is presented for an energetic, experienced,
and professionally qualified applicant to lead a newly restruc-
tured education welfare service and to build on the consid-
erable foundation already laid. Leadership qualities, manage-
ment experience of a high order and a wide knowledge of the
operation of other social work agencies are essential require-
ments in the postholder.

An essential car user allowance is allocated to the post and
assistance with removal and temporary lodging expenses is
available if required.

Previous applicants need not re-apply.

It is the policy of this Council to provide equal employment
opportunities and consideration will be given to all suitably
experienced and qualified applicants regardless of disability,
sex, race or marital status.

Application forms and further details available from the
Personnel Department, 7, Northumberland
Square, North Shields, Tyne & Wear, NE20
1QQ.

CLOSING DATE: 14TH AUGUST, 1987.

NORTHUMBERLAND COUNTY COUNCIL EDUCATION DEPARTMENT MORPETH AREA OFFICE EDUCATION WELFARE OFFICER

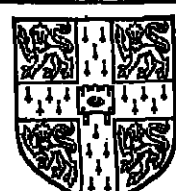
Professionally qualified
(C.O.S.W. or equivalent)
and experienced person for
the post of Education Wel-
fare Officer to work as a
member of the Morpeth
Area Education Welfare
Team.

The team operates on a
patch system and the person
appointed will have the
opportunity to engage in
social case work practice
within an educational set-
ting under the supervision
of a professionally qual-
ified Team Leader. He/she
will be responsible for pro-
viding a welfare and social
work service to a number of
schools in the Rothbury and
Foulness area.

Salary point within The
Social Worker Scale (SW1)
£8,256 - £9,654.
Regarding salary point
within the scale £9,348 -
£11,070 when it is con-
sidered that the standard of
social work skills demon-
strated warrants an upgrad-
ing to SW2.

Car owners and the pos-
sessor of a current driving
licence essential. Essential
car users allowance pay-
able. Assistance with re-
moval and temporary lodg-
ing expenses payable in
appropriate cases.

Application forms
obtainable by forwarding a
foileup s.t.c. to the Direc-
tor of Education, County
Hall, Morpeth, North-
umberland NE61 9ER to be
returned within 14 days
(£8944).



UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE International Examinations

DEVELOPMENT OFFICER for RECORDS OF ACHIEVEMENT

The Syndicate has collaborated with Cambridgeshire County
Council in developing a model for a Record of Achievement.

It wishes to appoint someone from 1st January 1988, with the
ability to manage and extend this development as it is made
available to schools and colleges throughout the UK and abroad.

The appointment will be for two years in the first instance, with a
salary at an appropriate point between £8,785 and £14,825
(under review).

Graduates with appropriate experience are invited to write for
further information to:

The Secretary, Council for Examinations Development,
University of Cambridge Local Examinations Syndicate,
Syndicate Buildings, 1 Hills Road, Cambridge CB1 2EU.

Completed applications should be returned by 14th August 1987.
Three references will be required.

TWO COACHING OFFICERS (Drydale & Wetside) SALARY: £7,884 to £8,784 (Inclusive)

Bracknell Sports and Leisure Centre, which forms an important part
of the Recreation Department, is used by nearly one million people
per year. It has indoor and outdoor facilities, including multi-pur-
pose halls, a 3-pool swimming complex, a sauna/steam, an air-
conditioned and an athletics arena.

We are looking for two enthusiastic sports-oriented people to come
and join us in the above challenging and demanding posts at the
Centre. Both posts will involve a considerable commitment to
coaching groups of all ages and abilities.

You will be expected to make a substantial contribution to the gen-
eral management of the Sports Centre as well as contributing to an
extensive sports organising programme.

You should be qualified in Physical Education or Recreation Man-
agement.

The Wetside Coaching Officer should hold the ASA Swimming
Teacher Award and it would be advantageous for the Drydale
Coaching Officer to hold a Gymnastics Coaching Award.

Both posts involve work outside office hours.
Attractive fringe benefits are offered and housing may be available
in appropriate cases.

For more information and an application form (returnable by 7
August) telephone the Personnel Department, Bracknell District
Council on 0344 439442 Extension 223.

Bracknell
District Council

Administration General

NORTH WESTERN REGIONAL ADVISORY COUNCIL FOR FURTHER EDUCATION

Applications are invited for
the appointment of a
REGIONAL OFFICER FOR
PICKUP INSET

The Officer will be responsi-
ble to the Secretary of the
Council for the administration
of the scheme for the in-service
education and training of
teachers concerned with
courses provided for the Pro-
fessional, Industrial and Com-
mercial Knowledge Updating
(PICKUP) of personnel in in-
dustry.

The successful candidate
should possess a university de-
gree, good experience in fur-
ther education and preferably
experience in industry or com-
merce.

The appointment is on a
short-term contract of one year
from 1st September 1987. The
salary is in accordance with the
scale for teachers in Further
Education establishments up to
£14,820 p.a. (currently under
review). Secondment may be
possible in an appropriate case.

Further details and applica-
tion forms which are to be
returned by 14 August 1987 are
obtainable from the Secretary
to the Council, NWRAC, Town
Hall, Walkden Road, Worsley,
Manchester M28 4QS. 500000
(11929)

Application forms may be
obtained from the Secretary
General (M.S.), The Associ-
ated Examinations Board, Stag
Mill House, Guildford, Surrey
GU2 5XJ. Completed forms
should be returned not later
than 21st August, 1987.
(16895) 600000

WORCESTERSHIRE

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Ref: 1024

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Salary will be paid on
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Head of Education Policy Department Circa £20,000

A vacancy exists for the senior post of Head of the Education Policy
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The CBI is setting up a 'Task Force' of members and experts to look at and
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